

The background of the cover features a collage of elements: a teal line graph with circular markers trending upwards from left to right; a pie chart with a teal section and a yellow section containing '0/0'; a large, faint circular graphic with a crosshair; silhouettes of five people standing in a row; and a bar chart with three bars of increasing height in shades of purple and orange. The Salisbury University logo is in the top left, and a quote by John Henry Cardinal Newman is in a dark purple box at the bottom left.

Salisbury
UNIVERSITY

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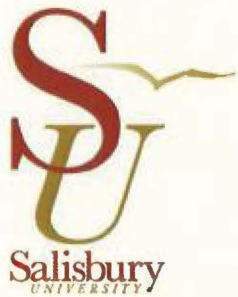
Prepared by University
Analysis, Reporting
& Assessment

FACT BOOK

2006-2007

“Let us take things as we find them:
let us not attempt to distort them into
what they are not. We cannot make
facts. All our wishing cannot change
them. We must use them.”

— John Henry Cardinal Newman (1801-1890)



MEMORANDUM

January 26, 2007

TO: Dr. Janet Dudley-Eshbach, President
The Executive Staff
The Academic Deans
SU Administration and Faculty
SU Staff and Students
The Broader Community

FROM: Bryan Price
Director

RE: Salisbury University Fact Book 2006-2007

I am pleased to present the **Salisbury University Fact Book 2006-2007**. The Fact Book is produced annually by the Office of University Analysis, Reporting, and Assessment for a wide variety of University and external audiences. It contains enrollment, employee, program and financial statistics generated from the official files and reports that conform to federal and state reporting guidelines. Additionally, the document includes planning information, peer comparisons, and accountability analyses meant to inform management audiences of critical trends and discussions that are vital to the planning processes of Salisbury University.

The publication is the culminating project of months of rigorous data review, analysis, and compilation. The data and planning information are published on the Office's website (<http://www.salisbury.edu/iara/>) weeks and often months before they finally appear in a document that is as accessible and useful as the Fact Book. Additionally, the Fact Book is supplemented throughout the year by multiple publications and reports that further describe the University; our students, faculty, and staff; and both our progress and performance against multiple planning, assessment, and accountability measures.

I am deeply indebted to my entire staff and the many departments who collaborate with us to ensure data are accurate and precise, information is accessible, tables and graphs are understandable, and the visuals professional. In closing, I am reminded of the words—words that have a far richer application than the information we provide—of John Henry Cardinal Newman who has been quoted in three previous fact books: “Let us take things as we find them: let us not attempt to distort them into what they are not. We cannot make facts. All our wishing cannot change them. We must use them.” I sincerely hope that this year's edition, complete with enhancements, will continue to be useful to all audiences.

Bryan Price
Director of University Analysis, Reporting, & Assessment

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Section I: Resources

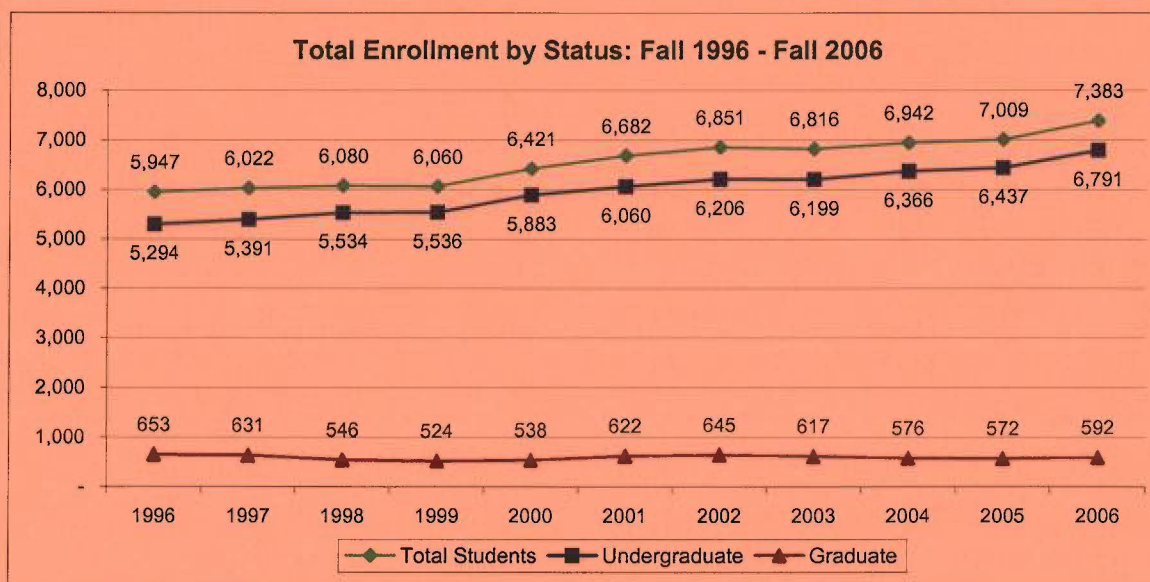
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Institutional Planning and Mission

Salisbury University Strategic Goals for AY 2004-AY 2008

- Goal I:** The University will enhance an academic and learning environment that promotes intellectual growth and success.
- Goal II:** The University will advance a student-centered environment.
- Goal III:** The University will foster inclusiveness as well as cultural and intellectual pluralism.
- Goal IV:** The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.
-







Salisbury University Profile FALL 2006

Founding Date: 1925 **Location:** Wicomico County, Maryland

8th President: Janet E. Dudley-Eshbach, Ph.D.
(Appointed July 1, 2000)

Carnegie Classification: Master's L (Larger Programs)

Accreditations & Societies:

American Chemical Society Committee on Professional Training (ACS-CPT)
The Association to Advance Collegiate Schools of Business (AACSB-International)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Commission on Collegiate Nursing Education (CCNE)
Council on Social Work Education (CSWE)
Middle States Commission on Higher Education (MSACHE) – Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Association of Schools of Music (NASM)
National Council for Accreditation of Teacher Education (NCATE)
National Environmental Health Science & Protection Accreditation Council (NEHSPAC)

Total Headcount Enrollment:

7,383	Total
5.3%	<i>increase</i> from Fall 2005 (+374)
10.5%	<i>increase</i> from Fall 2001 (+701)
24.1%	<i>increase</i> from Fall 1995 (+1,436)

Headcount Demographics:

	Undergraduate	Graduate	Total
Total Enrollment	6,791	592	7,383
Full-Time Enrollment	6,117	156	6,273
Part-Time Enrollment	674	436	1,110
% Female	55%	74%	57%
% Male	45%	26%	43%
Minority Race/Ethnicity			
African-American	11.0%	9.1%	10.9%
American Indian	0.4%	.2%	0.4%
Asian/Pacific Islander	2.6%	.5%	2.5%
Hispanic	2.7%	1.6%	2.6%
Nonresident Alien	0.7%	2.9%	0.8%
Total Minority & Nonresident Alien	17.4%	14.3%	17.1%
% In-State	85.8%	86.1%	85.8%
% Out-of-State	14.2%	13.9%	14.2%
Countries Represented	46	16	49
States/ Territories Represented	32	10	33

% F/T = 85.0%

% UG F/T = 90.1%

% UG = 92.0%

Student/Faculty Ratio: 16.3:1 (FTES/FTEF)

Average credit hours per undergraduate student:	14.00 (All)	14.85 (F/T)	6.22 (P/T)
Average credit hours per graduate student:	5.93 (All)	11.44 (F/T)	3.96 (P/T)
Lecture courses w/ < 20 students: 27%	Lecture courses w/ 20-40 students: 64%		
Lecture courses w/ > 40 students: 9%	Average class size: 27		
1,776 course sections between 8 a.m. & 10 p.m. (including labs and independent sections)			

Undergraduate Degree Programs: 42 (offering the B.A., B.S., B.A.S.W., B.F.A.)

Accounting	Economics	Health Education	Physical Education
Art	Elementary Education	History	Physics
Athletic Training	English	Information Systems	Political Science
Biology	Environmental Health	Interdisciplinary Studies	Psychology
Business Administration	Environmental Issues	International Studies	Respiratory Therapy
Chemistry	ESOL	Management	Social Work
CLS/Medical Technology	Exercise Science	Marketing	Sociology
Communication Arts	Finance	Mathematics	Spanish
Computer Science	Fine Arts	Music	Theatre
Conflict Analysis & Dispute Resolution	French	Nursing	
Early Childhood Education	Geography	Philosophy	

Graduate Programs: 13

Applied Health Physiology (M.S.)	Mathematics Education (M.S.)
Business Administration (M.B.A.)	Nursing (M.S.)
Conflict Analysis & Dispute Resolution (M.A.)	Public School Administration (M.Ed.)
Education (M.Ed.)	Reading Specialist (M.Ed.)
English (M.A.)	Social Work (M.S.W.)
Geographic Information Systems (M.S.)	Teaching (M.A.T.)
History (M.A.)	

Post-Baccalaureate/Masters Certificates: 5

Family Nurse Practitioner (Non-Degree)	Teaching and Learning with Technology
Health Care Management	Teaching English to Speakers of Other Languages (TESOL)
Mathematics for Middle School Teachers	

Enrollment in Most Popular Undergraduate Majors:

636 (9.4%)	Business Administration	421 (6.2%)	Nursing
475 (7.0%)	Communication Arts	334 (4.9%)	Psychology
463 (6.8%)	Biology	255 (3.8%)	Accounting
458 (6.7%)	Elementary Education	254 (3.7%)	Marketing

Degrees Conferred AY 2005-06: **1,401** Bachelors,
209 Masters

Resident Population on Campus: **1,700** (28% of full-time undergraduates)

National & International Honor Societies: **20**

Student Age: **Average Age of all students = 22.2**

Average Age of all undergraduates = 21.3	Average Age of all graduate students = 32.0
91.9% of all undergraduates are age 24 and younger	13.5% of the total student body is age 25 and older

Freshman to Sophomore Retention Rate: **81.3%**

Six-year Completion Rate: **73.0%** MHEC rates for SU students—includes transfer-out completers
68.4% Freshmen who start and complete at SU

Undergraduate Tuition & Fees AY 2006-07

Annual In-State	\$ 6,412
Annual Out-of-State	\$14,306

Freshman Admissions: Fall 2006

5,910 applied	3,238 accepted	1,033 enrolled
	55% acceptance rate	32% enrollment yield

Financial Aid Recipients for FY 2006

4,634 UG recipients	\$40,581,010
350 Graduate recipients	\$ 2,786,548

Fall 2006 Comparison of SAT Scores by Percentile for SU, Maryland, and the USA

	Salisbury University			Maryland ¹			USA ¹		
	Verbal	Math	Comb	Verbal	Math	Comb	Verbal	Math	Comb
Mean	546	558	1,104	503	509	1,012	503	518	1,021
25 th	510	510	1,020	420	420	840	430	440	870
50 th	540	560	1,100	500	510	1,010	500	520	1,020
75 th	590	600	1,190	580	600	1,180	580	600	1,180

¹Source: College Board

Faculty Data:

Full-Time*	337
Tenured/Tenure Track	269
Average length of service (years)	13
% with Terminal Degree	92%
% with Ph.D.	88%
Full-Time Non Tenure Track	68
% with Terminal Degree	34%
% with Ph.D.	22%
Part-Time Non Tenure Track	152
Total Faculty	489
Female	257
Male	232

* Terminal degrees representing 107 institutions of higher education in 39 states, the District of Columbia, and 3 foreign countries.

Grants and Sponsored Research Awards:

Fiscal Year	Awards
1999	\$2,370,532
2000	\$3,222,511
2001	\$5,065,542
2002	\$5,358,870
2003	\$4,474,367
2004	\$4,730,622
2005	\$3,533,527
2006	\$3,846,811

Source: Office of University Research Services

Private Support

Fiscal Year	Donations & Revenue	Disbursements And Expenses	Gross Assets
1999	\$6,858,211	\$2,719,064	\$32,534,437
2000	\$6,221,199	\$2,959,897	\$36,399,079
2001	\$1,993,754	\$3,512,711	\$32,845,071
2002	\$ 152,099	\$3,464,098	\$28,589,028
2003	\$4,116,404	\$3,428,412	\$29,044,428
2004	\$5,979,770	\$3,419,673	\$31,530,096
2005	\$4,196,983	\$3,068,586	\$32,456,240
2006	\$14,952,910	\$3,453,573	\$44,376,137

Source: SU Foundation, Inc.

Operating Budget: FY 2006 Actual \$104,103,272

Projected Budget: FY 2007 \$122,612,674

Source: Office of Administration & Finance

Physical Plant: 153.7 acres

55 Buildings, including 10 Residence Halls

Total Gross Square Feet: 1,447,035

Blackwell Library: 269,550 bound volumes; 246,468 government documents; 750,971 microforms; 1,105 audiovisual items; 1,235 current periodical subscriptions, special collections of maps, art prints, etc.

Summary of Student Characteristics: Fall 2006

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	6,117	674	6,791	92.0%
Graduate	156	436	592	8.0%
Total	6,273	1,110	7,383	100%
GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2,745	295	3,040	44.8%
Undergraduate Females	3,372	379	3,751	55.2%
Subtotal Undergraduates	6,117	674	6,791	100%
Graduate Males	50	102	152	25.7%
Graduate Females	106	334	440	74.3%
Subtotal Graduates	156	436	592	100%
Total Males	2,795	397	3,192	43.2%
Total Females	3,478	713	4,191	56.8%
Total Enrollment	6,273	1,110	7,383	100%
RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
First-time Freshmen				
African-American	125	-	125	12.2%
White	822	4	826	80.4%
Other	69	1	70	6.8%
Nonresident Alien (NRA)	6	-	6	0.6%
Unknown	6	-	6	-
Subtotal First-time Freshmen	1,028	5	1,033	100%
Undergraduate African-American	619	102	721	11.0%
Undergraduate White	4,936	470	5,406	82.6%
Undergraduate Other	339	35	374	5.7%
Undergraduate Nonresident Alien (NRA)	38	5	43	0.7%
Undergraduate Unknown	185	62	247	-
Subtotal Undergraduate	6,117	674	6,791	100%
Graduate African-American	24	28	52	9.1%
Graduate White	112	379	491	85.7%
Graduate Other	6	7	13	2.3%
Graduate Nonresident Alien (NRA)	12	5	17	3.0%
Graduate Unknown	2	17	19	-
Subtotal Graduates	156	436	592	100%
Total African-American	643	130	773	10.9%
Total White	5,048	849	5,897	82.9%
Total Other	345	42	387	5.4%
Total Nonresident Alien	50	10	60	0.8%
Total Unknown	187	79	266	-
TOTAL ENROLLMENT	6,273	1,110	7,383	100%
*Percentages are based on KNOWN population.				
AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	5,815	423	6,238	91.9%
Undergraduate 25 & over	302	251	553	8.1%
Subtotal Undergraduates	6,117	674	6,791	100%
Graduates 24 & under	94	57	151	25.5%
Graduates 25 & over	62	379	441	74.5%
Subtotal Graduates	156	436	592	100%
Total 24 & under	5,909	480	6,389	86.5%
Total 25 & over	364	630	994	13.5%
Total Enrollment	6,273	1,110	7,383	100%
RESIDENCE (of Origin)	TOTAL		% of Total	
Total Undergraduates				
Eastern Shore, MD	1,993		29.3%	
Western Shore, MD	3,831		56.4%	
Out-of-State	921		13.6%	
International students, int'l address	43		0.6%	
Permanent resident visa students, int'l address	3		-	
Subtotal	6,791		100%	
Total Enrollment				
Eastern Shore, MD	2,436		33.0%	
Western Shore, MD	3,898		52.8%	
Out-of-State	986		13.4%	
International students, int'l address	60		0.8%	
Permanent resident visa students, int'l address	-		-	
US students, int'l address	3		-	
TOTAL	7,383		100%	

History of the University

Committed to advancing the quality of its teachers, in 1922 the state of Maryland sought a suitable location for a two-year state normal school, the first to be built east of the Chesapeake Bay. The city of Salisbury, located at the intersection of the area's chief north-south and east-west travel routes, was a natural choice, not only for its role as "Crossroads of the Delmarva Peninsula," but as the area's economic and residential center and its largest municipality. By September 1925, Salisbury University began its many-named life, first as the *Maryland State Normal School at Salisbury*. For six years, a two-year training program for elementary teachers remained its sole academic offering. In 1931, a third-year course was added, and in 1934 the institution—now renamed the *State Teachers College at Salisbury*—became a four-year college offering a Bachelor of Science degree. In 1947, certification for junior-high teachers and in 1960 senior-high training complemented the elementary program.

The liberal arts and sciences, beginning in 1960 with the creation of a Bachelor of Arts course of study and additional Bachelor of Science degree programs, assumed a central place in the school's curriculum. In 1962, a Master of Education degree heralded the University's first entrance into graduate education. Less frequently cited, a more significant change also began in the early 1960s—enrollment of Salisbury's first African-American students.

The Maryland legislature in 1963 voted to rename the State's five teachers' colleges, dropping the word "teachers" from their names and bringing them under a central governance board. The institution's name was subsequently changed (for the third time) to *Salisbury State College*. The creation of a single Board of Trustees for these state colleges brought new statewide resources but an end to some of Salisbury's campus self-determination and governance. On balance, these changes reflected a new statewide commitment to the liberal arts and sciences and greater statewide direction to Maryland public higher education.

Over the next forty years professional

programs in business, social work, medical technology, respiratory therapy, and nursing brought Salisbury's total undergraduate programs to its current level of forty-two. Several graduate programs in the liberal arts joined education's advanced degrees—Master of Arts in History (1971), Master of Arts in English (1974), and Master of Arts in Psychology (1975; discontinued 2000). Additional professional graduate degrees—a Master of Business Administration (1982) and a Master of Nursing (1986)—soon rounded out an institutional graduate curriculum. Recent graduate degree additions bring the total to thirteen (plus five advanced certificates): Master of Arts in Teaching, Master of Education in Public School Administration, Master of Science in Applied Health Physiology (2000), Master of Social Work (2001), a Master of Education Reading Specialist and Master of Science in Math Education (2003), and in 2006 a Master of Science in Geographic Information Systems and Public Administration and a Master of Arts in Conflict Analysis and Dispute Resolution.

Throughout the University's history, graduate programs have remained small in size—fewer than 10% of collective overall enrollment. Since 1960, quality undergraduate education in the liberal arts and sciences and a range of professional programs has been the overwhelmingly dominant aspect of the University's programmatic life.

By state legislative action in 1988, Maryland's five state teachers' colleges joined the University of Maryland System (later renamed the University System of Maryland), with a single state Board of Regents as the governing body for eleven degree-granting institutions and two research institutes ranging widely in size and historic purpose. A fourth and then a fifth name change followed, with respective Board of Regents' approval, to recognize Salisbury's increased status as a university, first as *Salisbury State University* (1988) and then its fifth and current identity, *Salisbury University* (2001).

University Environment

Salisbury University is the largest higher education institution on the Eastern Shore of Maryland with a fall 2006 headcount enrollment of 7,383 students and 6,631 FTES (Full-time Equivalent Students). The University is located in Salisbury, which is centrally located on the Eastern Shore of Maryland—that part of the Delmarva Peninsula in Maryland between the Chesapeake Bay on the west, the Atlantic Ocean on the east, the State of Delaware to the north and to the east, and the State of Virginia's Eastern Shore to the south.

First explored by Captain John Smith, the Shore retains much of its historic charm and natural beauty. Because of its miles of shoreline, many rivers, and proximity to major urban centers, the Eastern Shore has become known for its recreational appeal and, increasingly, its economic diversity. Tourism and both recreational and commercial fishing are major regional industries. Agriculture has continued as a vital source of livelihood and commerce since European settlers first arrived in the early 1600's, while an increasing number of high-technology industries, including the Mid-Atlantic Regional Spaceport, promise new and ever more opportunities.

The Atlantic beaches, relatively mild winters, and leisurely lifestyle attract summer vacationers and, in recent times, an influx of retirees, many of whom are natives of northern states relocating their permanent residence. As the population has increased and the economy diversified, more people have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Department of Planning (September 2006), the 2005 nine county population of the Eastern Shore was 425,600. This figure represents a 43% increase from the 1980 census (296,620) and 24% from the 1990 census (343,769). The population is projected to increase by approximately 7.5% every five years for the next two decades.

Salisbury, which is the industrial, commercial, educational, and transportation hub of the Eastern Shore, is its largest city and 8th largest in the state with a municipal population of 26,295. Located at the crossroads of Routes 50 and 13 and along the Wicomico River, Salisbury is the county seat for Wicomico County and a major distribution point for supplies and materials to the region. Unknown to many, Salisbury is the second largest port in Maryland after Baltimore. Its Salisbury-Ocean City/Wicomico Regional Airport is also the state's second largest after Baltimore-Washington International. Manufacturing and processing industries employ the largest number

of residents, but both wholesale and retail firms and service industries are important components of the community's economy.

Salisbury is located 115 miles east of Washington, D.C., 125 miles south of Philadelphia, 120 miles north of Virginia Beach; and 30 miles west of Ocean City, Maryland, which swells to a population of 300,000 during the summer months. Despite its proximity to national and international urban centers, all of which are readily accessible through a well-maintained highway system, the Eastern Shore remains largely rural. The 2005 population of Wicomico County was 89,950, an increase of 21% from 1990 and 39% from 1980.

Along with its importance as an economic center, Salisbury offers many social and cultural opportunities. Its newspapers, television and radio stations, movie theaters, stores, businesses and industries, museums, libraries, civic center, cultural programs, houses of worship, public and private schools, community college, and university all contribute to an on-going vitality and significance in the life of the Eastern Shore and Maryland.

Salisbury University is the cultural center for the region, providing numerous programmatic offerings in lectures, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. Numerous University-sponsored cultural events are open to the community, most at no cost. A recent economic impact study announced that the University brings some \$350 million annually to the Lower Eastern Shore economy and generates the equivalent of 3,000 local jobs.

The University presents a nationally distinctive case in which all four schools have been endowed: the Richard A. Henson School of Science and Technology, the Charles R. and Martha N. Fulton School of Liberal Arts, the Franklin P. Perdue School of Business, and the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies. Other University endowments have established the Nabb Research Center for Delmarva History and Culture, the Bobbi Biron Theatre Program, and the Thomas E. Bellavance Honors Program. Other large donations generated and support The Center for Conflict Resolution, the Salisbury Symphony, and the Institute for Public Affairs and Civic Engagement, among others. Each plays a critical role in responding to the educational, economic, cultural, and social needs of the region.

Table 1:

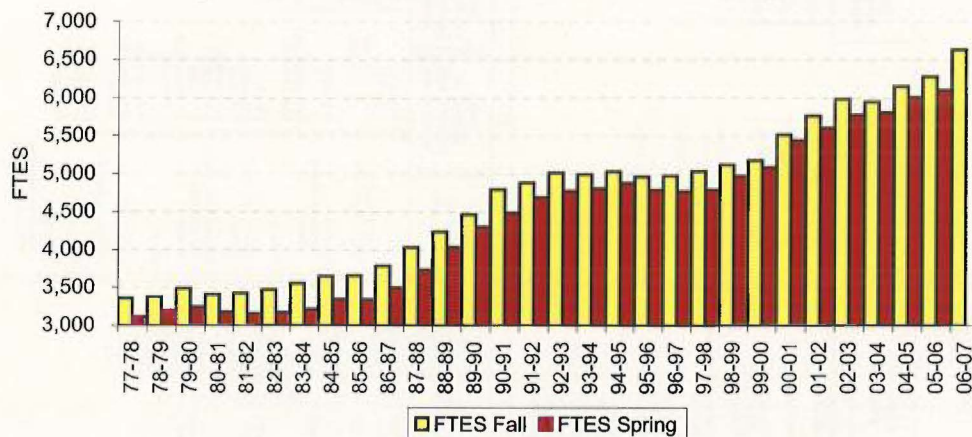
Headcount and FTES Enrollments
Academic Years 1977-78 through 2006-07

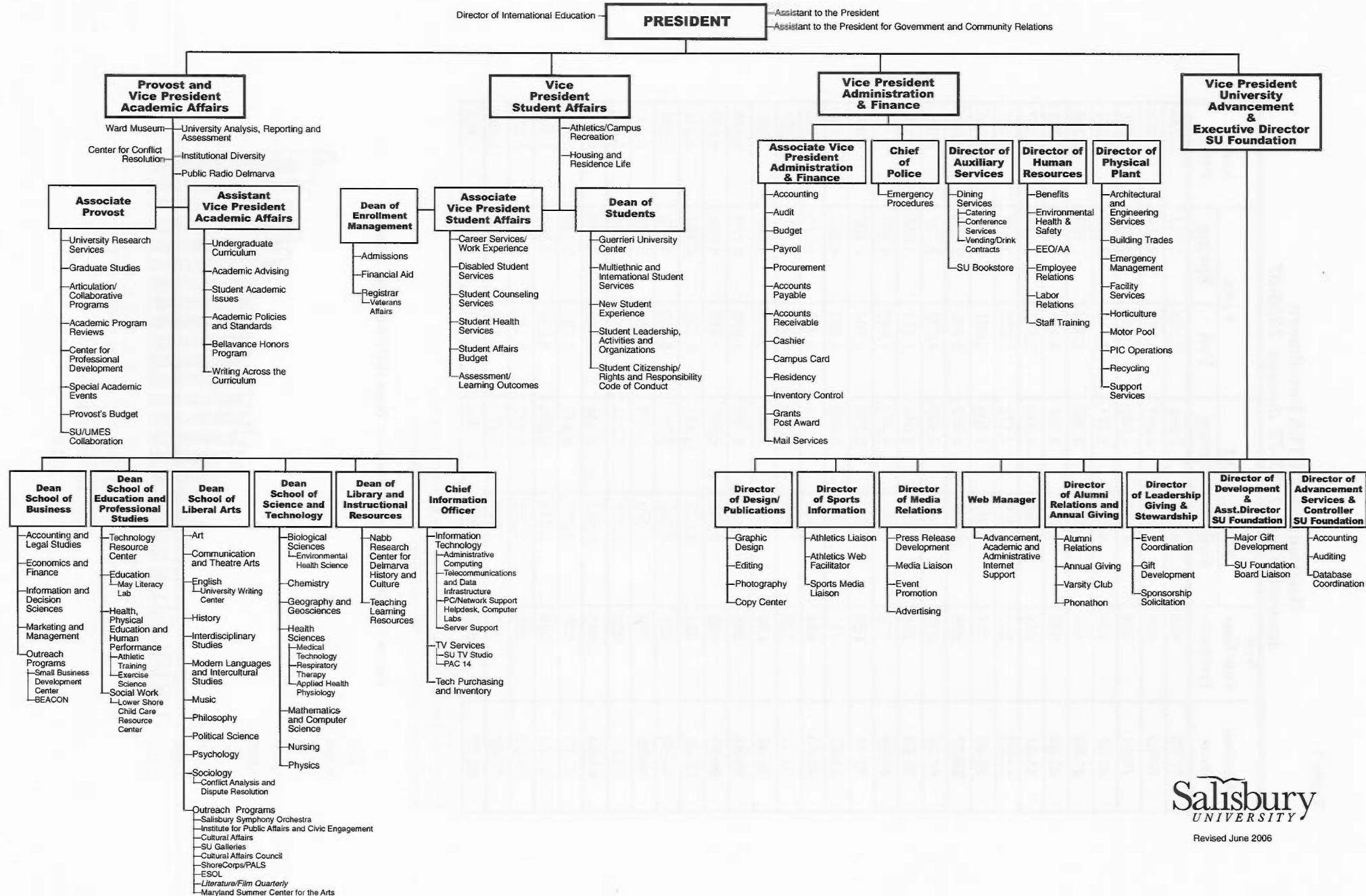
Academic Year	New Full-Time Freshmen	HEADCOUNT		FTES		Annual FTES*
		Fall	Spring	Fall	Spring	
77-78	856	4,299	3,968	3,363	3,113	3,238
78-79	688	4,361	4,081	3,382	3,204	3,293
79-80	654	4,427	4,040	3,491	3,245	3,368
80-81	622	4,318	3,971	3,410	3,179	3,295
81-82	N/A	4,349	3,995	3,426	3,161	3,294
82-83	659	4,341	3,967	3,475	3,177	3,326
83-84	721	4,488	4,029	3,557	3,217	3,387
84-85	811	4,485	4,178	3,652	3,349	3,501
85-86	711	4,507	4,163	3,661	3,345	3,503
86-87	685	4,708	4,442	3,790	3,500	3,645
87-88	803	4,960	4,692	4,032	3,737	3,885
88-89	855	5,260	5,044	4,241	4,035	4,138
89-90	773	5,447	5,263	4,467	4,300	4,384
90-91	659	5,734	5,398	4,794	4,487	4,641
91-92	711	5,884	5,669	4,883	4,693	4,788
92-93	634	6,022	5,719	5,017	4,775	4,896
93-94	726	5,956	5,749	4,995	4,806	4,901
94-95	680	6,048	5,909	5,031	4,881	4,956
95-96	650	6,010	5,763	4,962	4,788	4,875
96-97	685	5,947	5,775	4,976	4,768	4,872
97-98	874	6,022	5,711	5,035	4,792	4,914
98-99	928	6,080	5,887	5,122	4,976	5,049
99-00	856	6,060	5,926	5,181	5,085	5,133
00-01	930	6,421	6,244	5,519	5,445	5,482
01-02	941	6,682	6,434	5,768	5,609	5,689
02-03	899	6,851	6,613	5,985	5,778	5,882
03-04	946	6,816	6,598	5,950	5,809	5,880
04-05	986	6,942	6,677	6,150	6,006	6,078
05-06	958	7,009	6,786	6,277	6,100	6,188
06-07	1,028	7,383	N/A	6,631	N/A	N/A

*Average of fall and spring semester FTES (Full-Time Equivalent Students)

Source: Enrollment Files NA = not available at time of publication

Figure 1: FTES Enrollment: Academic Years 1977-78 through 2006-07





Salisbury University Foundation Inc.

Board Members

December 2006

Edward M. Thomas
1999
The Bank of Delmarva
Chair

Deborah Abbott
1996
Mercantile Peninsula Bank

Charles T. Capute
2004
Charles T. Capute, LLC

Bruce W. Cort
1994
Cort & Associates, Inc.

D. Page Elmore
1999
Maryland State Delegate

Charles Emery
2002
Cable Testing Associates

Ellen I. Fretterd
1990
Community Activist

Richard Givens II
2002
Retired

Michael S. Guerrieri
1998
Guerrieri Venture Partnership

Henry H. Hanna III
1987
Long & Foster Realtors

Edward Henry
2002
Retired

Marianna Holloway
1980
Holloway Funeral Home

Dr. Peter E. Jackson
2005
Chesapeake Bay Farm

Melissa Judkins
2006
Community Volunteer

C. Frederick Lankford
1998
Lankford-Sysco
Food Services, Inc.

Ann Showell Mariner
1993
Castle in the Stand

Anne Hallowell Miller
1998
Hallowell Foundation

David W. Moore
2006
Attorney

Robert L. Moore
2006
Moore & Company, PA

John E. Moseman
2002
WelGard

Kevin E. Myers
2006
Trice Geary & Myers, LLC

Kathryn C. Washburn Niskanen
1998
Department of the Interior

James A. Perdue
2003
Perdue Farms, Inc.

Emilie Wood Robinson
2000
Retired

Peter A. Roskovich
2005
Adams The Place for Ribs
Black Diamond Catering

Billye Sarbanes
2001
Retired

Diane Savage
1985
Community Activist

J. Michael Scarborough
1998
The Scarborough Group

Marilyn A. Seidel
2000
Retired

Dr. Irving J. Shen
1996
Dentist

Rosemary M. Thomas
2003
SU Foundation, Inc.
Executive Director

Leland Trice
2006
Trice Valuation Services

Board of Directors Emeritus

Klein G. Leister
Marshall W. Moore
Dick Young

**USM Board of Regents
2006-2007 Members
December 2006**

Clifford M. Kendall
Baltimore County
Appointed March 99
Chairman

Robert L. Pevenstein
Baltimore County
Appointed July 2003
Vice Chairman

James T. Brady
Frederick County
Appointed April 2006

Thomas B. Finan, Jr.
Allegany County
Appointed August 1995

Patricia S. Florestano
Anne Arundel County
Appointed March 2001
Assistant Treasurer

R. Michael Gill
Baltimore County
Appointed July 2004

Alicia Coro Hoffman
Dorchester County
Appointed November 2005

Orlan M. Johnson
Prince George's County
Appointed July 2002
Treasurer

The Hon. Francis X. Kelly, Jr.
Baltimore County
Appointed July 2005

Cheryl G. Krongard
Baltimore County
Appointed June 2006

The Hon. Marvin Mandel
Anne Arundel County
Appointed July 2003

Robert L. Mitchell
Montgomery County
Appointed July 2003
Secretary

David H. Nevins
Baltimore County
Appointed July 1999

A. Dwight Pettit, Esq.
Baltimore County
Appointed August 2003

The Hon. Lewis R. Riley
(Ex officio)
Wicomico County
Appointed January 2003

Caitlin E. Heidemann
Student Regent*
Baltimore County
Term expires 6/30/2007

Source: USM Board of Regents, Board
of Regents 2006-2007 Members

Salisbury University

Mission, Vision, and Values

Mission

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

Vision

Salisbury University, Maryland's university of national distinction will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

Values

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations for our students.

July 2004

To the Salisbury University Community:

Emphasizing four strategic goals and over thirty primary objectives, the Salisbury University Strategic Plan Goals and Objectives: AY 2004 - AY 2008 establish a cogent course for Salisbury University for the next five years. Produced during an intensive 16-month process involving every campus constituency, the Plan targets objectives to maintain and advance institutional strengths, to meet institutional challenges, and to exploit opportunities for enhanced excellence, academic growth, and advancement. Driven by our institutional mission and vision and framed by our core values, the Strategic Plan affirms academic excellence as our defining attribute and reinforces our belief that student learning is central.

I would like to thank the hundreds of individuals who contributed in this broad-based planning effort. Special thanks to the Strategic Planning Team, participants in the campus-wide and representative planning events, and the many governance and leadership groups that provided valuable comment and guidance. These efforts were essential in informing the Vice Presidents and me as we met to discuss and finalize the Strategic Plan. Comments, documents, resolutions, and suggestions from the Faculty Senate, the Student Government Association, the Staff Senate, the Provost's Council, the Academic Deans, the Strategic Planning Team, and individuals were all critical to this effort.

In order to involve all levels of the SU community in moving toward the specific objectives of the Strategic Plan, formal responsibility often referred to as accountability, will be assigned to appropriate campus leaders. Action plans or strategies are and/or will be developed to accomplish each objective. Concurrently, definitive milestones and timetables will be identified to indicate when an objective has been accomplished. The Plan is to be used by all academic and administrative units to guide budgeting, academic, student support, and external, mission-appropriate initiatives.

All objectives, simply by their inclusion in the Strategic Plan, are important. After careful consideration of the input and the insight of the campus community, the Vice Presidents and I have chosen several objectives within each goal as "Objectives for Emphasis." Several of the objectives have been recognized as both immediate and long-term initiatives that may last well beyond the life of the current Plan. Other objectives are shorter term, will be staged into a priority status as time progresses, and may be accomplished within the life of the Plan. At all times, planning will remain dynamic, with the institution cognizant of external and internal pressures that propel change. Consequently, the campus community and particularly the campus governance groups, remain essential constituents of any dialogue that leads to institutional change, informing priorities and defining institutional vision.

The recently completed Salisbury University Facilities Master Plan provides a vision for facilities and institutional growth for the next ten years that connects well with the Strategic Plan. Institutional effectiveness efforts in student learning and administrative support further unify our planning and improvement efforts. To underscore how these collective planning initiatives further the mission and vision of Salisbury University, the phrase Learn/Live/Lead will be used in publications and around campus in the coming months.

I am grateful to the entire Salisbury University Community for your involvement in our extensive planning efforts. Together we will move forward to make the Strategic and Facilities Plans a reality.

Janet Dudley-Eshbach, President

**Summary of
Objectives for Emphasis
in the Salisbury University
Strategic Plan Goals and Objectives
AY 2004 — AY 2008**

Goal I: *The University will enhance an academic and learning environment that promotes intellectual growth and success.*

- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- G. Recruit and retain highly qualified faculty and staff.
- G.5. Maintain or improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

Goal II: *The University will advance a student-centered environment.*

- D.1. Improve recreational, wellness, and fitness services, programs, and facilities.
- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic and personal transitions and deepens their connections with their peers and the University.

Goal III: *The University will foster inclusiveness as well as cultural and intellectual pluralism.*

- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- C. Foster the growth of a more diverse student and employee population.
- A. Provide multicultural and sensitivity education and activities for the campus community.

Goal IV: *The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.*

- H. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.
- F. Recognize and reward students, faculty, and staff involved in (SU) strategic collaborations and targeted community outreach.

Salisbury University
Strategic Plan Goals and Objectives
AY 2004 — AY 2008

Goal I: The University will enhance an academic and learning environment that promotes intellectual growth and success.

- A. Maintain and advance academic excellence as the defining attribute of all academic programs and student learning.
- B. Enhance General Education as the necessary foundational experience for students.
- C. Offer each student opportunities for experiential learning, including but not limited to: service learning; civic engagement; volunteering; internships; student research; study abroad; and community outreach activities.
- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- E. Ensure resources support and strengthen current academic programs, while exploring opportunities to offer new graduate and undergraduate programs.
- F. Promote student technology fluency, as well as relevant faculty and staff development in the use of technology in teaching and services.
 - 1. Provide effective and reliable classroom and computer lab technology and campus telecommunications infrastructure.
- G. Recruit and retain highly qualified faculty and staff.
 - 1. Develop and implement workload standards that are comparable to institutional peers.
 - 2. Develop and implement mechanisms for enhancing faculty and staff rewards and support.
 - 3. Strengthen available resources for scholarship, research, sabbatical leaves, professional activities, and other faculty development opportunities.
 - 4. Maintain the commitment to having the vast majority of instructional staff consist of tenured and tenure-track faculty, and strive to provide healthcare, pension, and other benefits to all full-time faculty and staff.
 - 5. Maintain or improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

Goal II: The University will advance a student-centered environment.

- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- B. Develop “Student Academic Enrichment Centers” to assist the academic achievement of students of all abilities.
- C. Maintain and improve the high quality of advising, individualized for undergraduates and graduates.
 - 1. Establish faculty/adviser ratios at levels consistent with BOR policies and school guidelines.
 - 2. Ensure that a full-time advising coordinator is on staff in all schools.
- D. Elevate student access to campus services and activities.
 - 1. Improve recreational, wellness, and fitness services, programs, and facilities.
 - 2. Examine and implement alternative scheduling options and support services to meet the needs of our students.
- E. Sustain quality theatre, leadership, Division III Athletics, and other extracurricular programming while affirming academics as the highest priority in the lives of students.
- F. Provide classrooms and other settings that foster effective faculty-student connections and engaged, interactive student learning, and strengthens student to faculty exchanges.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic and personal transitions and deepens their connections with their peers and the University.

Goal III: The University will foster inclusiveness as well as cultural and intellectual pluralism.

- A. Provide multicultural and sensitivity education and activities for the campus community.
- B. Examine and align the weight of the current, multiple admissions factors, particularly standardized tests, in line with institutional priorities and values.
- C. Foster the growth of a more diverse student and employee population.
- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- E. Expand academic and social practices/support for the integration of international students into SU and the local community.
- F. Enhance SU linkages to immigrant communities.
- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- H. Enhance “multiculturalism” throughout the curriculum.
- I. Work cooperatively with K-12 institutions and community colleges to enhance the success of underrepresented groups.

Goal IV: *The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.*

- A. Align SU strategic collaborations and targeted community outreach activities with institutional priorities.
- B. Enhance the University's ability to respond to the region's business, economic, community, and workforce development needs through its academic and extra-curricular activities.
- C. Develop and implement an effective, efficient, integrated, comprehensive University marketing plan.
- D. Encourage and support the development of grant and sponsored research projects and programs that support the University's mission.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- F. Recognize and reward students, faculty, and staff involved in (SU) strategic collaborations and targeted community outreach.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.
- H. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.

SALISBURY UNIVERSITY

2006 Institutional Performance Accountability Report to the Maryland Higher Education Commission

Submitted September 2006

Prepared by the Office of University Analysis, Reporting, & Assessment

Program Description

Salisbury University (SU) serves the State of Maryland by providing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs.

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

VISION

Salisbury University, a Maryland university of national distinction, will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

INSTITUTIONAL ASSESSMENT

Overview

In 2005-06, Salisbury University completed a number of significant qualitative initiatives intended to strengthen academic rigor and enhance its development as a Maryland university of national distinction. These included:

- the successful conclusion of the University's decennial self-study and site visit with the Middle States Commission on Higher Education;

- the successful completion of six separate academic program accreditation self-studies and site visits, with all receiving accolades for program quality, student learning, and faculty scholarship;
- a revision in the University's mission that grants SU the authority to offer its first doctoral programs. The revised mission was approved by both the Board of Regents of the University System of Maryland (December 2005) and the Maryland Higher Education Commission (February, 2006); and,
- the completion of a comprehensive initiative to study, review, and recommend or reject a new course-based (as opposed to credit-based) curricular model that would provide an unparalleled opportunity for the University to transform its curriculum into a more intensive, engaging structure. The proposed model was similar to that used in many elite private institutions and would have enhanced the educational experience for all SU undergraduates. After months of dialogue regarding the pros and cons of the revision, complete with implementation discussions, the SU faculty, in a divided decision, voted 159 to 147 to reject the proposal and retain the current credit-based model. Although the work was extensive and the vote split, many of the University's departments and schools have used the research and debate as a catalyst to enhance the curriculum within their own units.

Additionally, in response to the USM's enrollment growth initiatives, Salisbury University was targeted as a growth institution and, with the first-ever commitment to formulaic funding to support enrollment growth, the University resurrected its 2003 enrollment plan that charted a course to grow by 2,000 students over the next decade. The plan and projections were subsequently suspended because of resource limitations brought about by the recession and State budget reversions. Since the plan depended upon the availability and commitment to enhance resources and facilities capacities that paralleled growth, the SU Executive Staff intentionally limited all growth in Fiscal Years 2004 and 2005 in order to maintain academic quality during the severe fiscal crisis. As the fiscal crisis abated, tuition revenues increased, and plans for facilities expansions progressed, the University cautiously allowed enrollment to increase in FY 2006. Now, state appropriations have been sought and secured for FY 2007 that fund enrollment growth, enabling the University to expand its resource base, accommodate additional students in accordance with its plan, broaden access, and maintain academic quality. Concurrently, the University is proceeding with plans to expand further its academic facilities in order to accommodate future growth. It has presented Parts 1 and 2 facilities justification documents for a new Perdue School building with the proposed construction to begin immediately after the completion in FY 2009 of the Teacher Education and Technology Center. The Arthur W. Perdue Foundation believed this facility so important to the future growth and success of the University and the business program that it pledged \$8 million toward its construction. Without this facility, the University cannot accommodate the entirety of its planned growth and without successful partnerships between generous philanthropists like the Perdue family, Salisbury University, and the State, quality, access, and efficiency cannot be achieved in equal measure. In these partnerships, the University remains committed to four primary tenets:

- preserve and enhance academic quality;
- maintain and enhance instructional programs;
- make strategic use of resources; and,
- maximize student success.

Academic Quality

Graduation and Retention: In the past 17 years, Salisbury University has advanced its academic standards and reputation, attaining levels of eminence that readily identifies SU as one of the premier public institutions in the Northeast. Achievements include: the 5th highest average 6-year graduation rate among comprehensive public master's universities nationwide; average 6-yr graduation rates that are higher than the average of our aspirational and performance peers; the highest 4-year graduation rates in the USM for 18 of the last 19 years; and the highest 6-year graduation rates in the USM for 9 of the last 11 years. Since 2004, SU has achieved its goal to maintain a graduation rate of at least 73% annually (Objective 4.4)—a rate dramatically higher than the trends throughout the 1990's. Perhaps just as important is the non-completion rate that accounts for all SU students who have not completed their degree at any university. This rate can be calculated using the services of the National Student Clearinghouse (NSC) which tracks the degree and enrollment of the nation's postsecondary education students. Using NSC's data, Salisbury University is able to verify that, although 73% of our freshman cohort graduate from SU or another Maryland public university, an additional 17% transfer to other institutions

both in and out of Maryland. This gives the University a non-completion rate of only 10%.

Additionally, at 66% and 64% in 2006, the University surpassed its 2009 goals relative to African-American (Objective 4.5) and minority (Objective 4.6) student graduation rates, respectively. However, the University is cautious in this early achievement since one year does not constitute a trend and the size of the cohorts are, as yet, too small to predict future completion rates. The University has made specific efforts to improve the graduation rates of minority students by increasing the diversity of the freshman class, developing an emphasis on international education, and creating a dedicated Office of Diversity to complement the Office of Multiethnic Student Services. The Office of Multiethnic Student Services assists in monitoring, among other responsibilities, the progress of any student who may need special assistance in adapting to college life, while the Office of Diversity develops a variety of programs to promote diversity and enhance inclusiveness within the entire SU community. These efforts have had a more immediate impact on the retention of minority and African-American students with the retention rates of both groups progressing toward the established benchmarks. Additionally, with the initial cohorts of minority and African-American students increasing by more than 2.5 times their pre-2001 levels, numerical stability has been brought to both cohorts. In previous years, small freshman minority and African-American cohorts had a significant affect on the variability of graduation rates within these groups and, since graduation rates are lagging indicators, stability and predictability will be realized once the 2001 cohorts begin to graduate next year. Retention goals for both cohort groups have been elevated to levels that are comparable to the entire student body, while graduation rate goals have been established at levels that will be equivalent within 5 to 10 years.

At 87.4% in 2006, the second year retention rate (Objective 4.1) of all SU first-time full-time freshmen leaped beyond the goal of 85.0% by 2009. However, like the previous objective, the University remains cautious about this sudden gain. The retention rate for this cohort has consistently hovered in the mid 80's and the recent hiring of a new Dean of Students and an Associate V.P. of Student Affairs, as well as a strategic reorganization that moved the Enrollment Management Division to Student Affairs, has yet to have any impact. The divisional reassignment is targeted as an initiative to enhance the retention of all populations and to coordinate better enrollment management activities of the Offices of Admission, Registration, and Financial Aid as well as a new position, Director of Retention Initiatives. Additionally, although the University assembled a strategic committee in a year-long effort to study the first-year experience of SU students, its efforts are not yet concluded. The Foundations of Excellence® in the First College Year Task Force convened weekly throughout the 2005-06 academic year, culminating its team activities with an assessment and planning retreat in June 2006. The task force will submit a report, complete with implementation outcomes, to the SU Executive Staff in July 2006. This effort is intended to enhance the academic and social adjustment of all SU first year students thereby enhancing both retention and academic engagement. However, like the strategic realignments, this initiative has yet to present implementation plans that could accomplish the gains mentioned previously.

Moreover, survey research (2004 HERI CIRP Freshman Survey) of our freshmen show that 10% of our entering freshmen arrive with the intention to transfer before graduation—a key informational item indicating that SU serves a vital preparatory role for students who transfer to other in- and out-of-state institutions that offer professional programs, i.e. engineering, that SU does not. Attrition studies have been inconclusive and the University has committed a significant portion of new tuition dollars to need-based financial aid in an attempt to limit the impact of finances as a potential reason for attrition. New initiatives will also begin to consider the SU transfer student whose numbers in any given year are equivalent to those of first-time freshmen but, as a group, transfer students do not perform as well academically throughout their career as do students who enter as first-year freshmen. While a number of factors are believed to affect transfer student performance, the preliminary evidence indicates that transfer institutions are not adequately preparing students for the academic rigor of upper-level work. This situation is exacerbated by State legislation that requires institutions to accept the general education courses of community college graduates that, despite supposedly equivalent course work, are not generally as well prepared as students who enter as first-time freshmen. Complicating matters, BOR mandates and State pressure to move students through their baccalaureate degree program in an efficient manner without additional coursework increase the tension on transfer students. As a result, the University's retention and academic engagement initiatives have become high priority concerns.

National Acclaim: Although not a specific accountability objective but a distinction nonetheless that makes

use of a number of objective indicators to establish subjective rankings, for nine years, Salisbury University has garnered regional and national recognition from numerous publications including *America's Best Colleges* (U.S. News and World Report) and *The Best 361 Colleges* (The Princeton Review). Additionally, in the 2003 through 2007 editions of *America's Best Colleges*, SU was ranked as a "top tier" institution for both public and private universities in the North Region while in 2007 it was ranked 4th among public institutions in the same region. Although the U.S. News ranking system is extremely subjective and the topic of much criticism, the criteria or indicators used to establish the rankings, like the MFR and MHEC performance indicators, are largely objective. Further, claims of excessive tuition costs in comparison to peer institutions were rendered somewhat hollow when the University once again ranked as one of the top "100 Best Values in Public Colleges" by *Kiplinger's Personal Finance* magazine in 2006. With a ranking of 62nd for in-state students and 41st for out-of-state students, the University is associated with some of the finest institutions in the nation. In Kiplinger's guide, affordability is not a simple measure of the total cost of education. Rather, a best value classification considers the quality of the education in combination with the total cost and, using such a methodology, SU is clearly one of the best public values in education in the nation.

Alumni Satisfaction: Salisbury University alumni report a high level of satisfaction with their preparation for graduate or professional school (Objective 1.3). Over the past several year, satisfaction levels have ranged from 96% to 100%, a range, given the defined methodology that is statistically equivalent. The data in this regard are rather intriguing since the University surveys alumni annually. However, in 2003, we were forced to postpone our survey of the 2001-02 class until the next year resulting in information that, because of time constraints, is not comparable to other survey data and can not be used for accountability comparisons. However, from a contextual view, the data are significant. One year after graduation, approximately 27% of SU alumni enroll in graduate or professional study. After two years, the percentage increases to 35%. Additionally, two-year post-graduation survey data reveal a higher percentage attending law and medical school, a lower percentage of teachers employed in the teaching profession, and, as expected, higher salary levels. Perhaps most intriguing is the reported salaries of nursing graduates two years after completion. The salaries of these former students lead all fields, including high-tech and business graduates. This is an indication of market demand and the healthcare industry's response (to attempt) to alleviate the nursing shortage by offering highly competitive salaries to qualified nurses. It is also a lesson that state governments should strongly consider as they grapple with the ever increasing shortages of teachers who, coincidentally, are one of the lowest paid groups.

Salisbury University alumni also report a high level of satisfaction with their preparation for employment, a goal (Objective 1.4) established in the upper 90's. However, this satisfaction level is significantly higher than the typical rating that had hovered between 92-94% for many years. This new assessment may be an anomalous spike or may reflect, like the increase in retention, a change in student-University interaction and a healthy employment market. The University is intent on monitoring this objective closely as we confer with employers who have rising expectations and shifting workforce emphases that need to be addressed in University curricula and instruction.

Accreditations and Licensure: Ten academic programs are accredited with specialized agencies and fully six of them successfully completed self-study reviews and on-campus site visits in 2005-06.

- the Teacher Education programs completed a rigorous self-study and site visit by the National Council for Accreditation of Teacher Education (NCATE) and MD Education Department in November 2005. Along with the allied health fields, NCATE maintains the most rigorous outcomes-based review process of any specialized accreditation. To receive a favorable review, Teacher Education programs must provide evidence of outcomes achievement at the unit-level, i.e. the individual student, a voluminous administrative activity that consumes an ever-increasing amount of faculty time. The Seidel School of Education and Professional Studies passed its review in an exemplary fashion;
- the program in Exercise Science successfully earned its initial accreditation with the Committee on Accreditation for the Exercise Sciences (CoAES) through the Commission on Accreditation of Allied Health Education Programs;
- the program in Clinical Laboratory Sciences/Medical Technology successfully continued its

accreditation with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS);

- the programs in Music successfully earned their initial accreditation with the National Association of Schools of Music (NASM);
- the program in Environmental Health Sciences successfully continued its accreditation with the National Environmental Health Science & Protection Accreditation Council (NEHSPAC); and,
- the program in Athletic Training successfully continued its accreditation with the Joint Review Committee on Education Programs in Athletic Training (JRC-AT) through the Commission on Accreditation of Allied Health Education Programs.

Concurrently, SU concluded its multi-year institutional self-study and site visit by a team representing the Middle States Commission on Higher Education in March 2006. Among other items, the Middle States team noted the following strengths of Salisbury University: "... a student body that is engaged in the institution and in the community; evidence of a student success culture, as documented by high retention and graduation rates ... [and] ... a loyal and dedicated staff whose pride in their work is evidenced by the well-kept facilities and efficient and friendly operations." The visiting team made particular note of our "talented and student-centered faculty," and they stated that "it is very evident that there is a tremendous dedication of the faculty to the students as well as to the institution and colleagues." Perhaps nowhere is this more evident than in the over 5,300 public service days completed by SU faculty in AY 2005-06 in support of K-12 or community college activities, public or non-profit agencies, government, or in support of businesses that is in addition to their instructional and other professional and public service duties.

Specialized and regional accreditation reviews are more rigorous than at any time in history and require evidence along a continuum of quantitative, qualitative, and curricular measures that demonstrate institutional or programmatic Continuous Quality Improvement according to the stated mission of the institution or program. Some of these measures are included in SU's MFR and accountability reports. For instance, Objectives 1.1 and 1.2 established performance goals relative to the pass rates of the nursing licensure exam (by nursing graduates) and the teacher licensure exam (by teacher education graduates), respectively. The University's academic programs have had mixed results with these goals. At 97%, the benchmark pass rate for the teacher education exam was established at a level just beyond 2005's record performance of 96%. However, in 2006 the rates returned to 91%, a standard more typical for that of SU students. Although the spike in pass rates in 2005 may have been an anomaly, the University is not content with a rate that is consistently in the low 90's and well below our lofty target. As a result, several initiatives have been implemented in an attempt to improve the first-time passing rates of SU students, including:

- faculty will undertake a concerted study of PRAXIS II examinations in their content areas, both in terms of content tested by different portions of the exam and how that content knowledge correlates with required content area courses;
- student transcripts and plans of study will be reviewed to determine if there is an optimal time for candidates to take the PRAXIS II exam based on courses they have already completed and when they plan to complete other key courses. Subsequent to that review, faculty will recommend the most meaningful and appropriate time for candidates to take the test(s);
- students will be offered PRAXIS II workshops in early methods courses that will review the ETS Test (at a Glance) materials, specifically focusing on areas of the test and the kinds of questions the test requires;
- in the content area of history, faculty are considering requiring candidates to complete the social studies minor to increase pass rates. It should be noted that social studies is the largest content area of all secondary areas; and,
- test results will be analyzed for patterns of performance so that future adjustments to this plan can be made.

Nursing licensure exam pass rates rose dramatically from a low of 77% in 2003 to 88% in 2005 only to plummet to an alarming 73% in 2006. Although this represents the number of test takers who pass the exam the first time

and does not consider the large numbers who pass the exam the second attempt (after failing the first time), the rate is unacceptably low and of great concern to the faculty and administration of Salisbury University. As a result, the Nursing program has been engaged in discussions with the Maryland Board of Nursing in an effort to improve student pass rates. The Nursing faculty has also taken (or is taking) the following steps:

- revising the curriculum in an effort to address areas identified as weak when NCLEX-RN results were analyzed;
- completed online test item writing courses (basic or advanced) through the National Council of State Boards of Nursing;
- revisited the early admission policy, with the goal of eliminating any person from the program, regardless of their admission status, if their performance is sub-standard in prerequisite courses;
- increased individual and peer tutoring;
- provided all graduating seniors the opportunity to take the online NCSBN Review for the NCLEX-RN and the MedsPub 4-day review (held at SU) at no cost to the student; and,
- administered the HESI Exit Exam to graduating seniors in March 2006 to give faculty and students information on areas where students need increased preparation and to give students a sense of what it is like to take a 150 item exam on the computer.

A more comprehensive seven-page follow-up report has been filed with the Maryland Board of Nursing that provides the details of the program changes. The report highlights three areas of concern—admission, resource, and curricular factors—and further identifies the recent changes. Official data show the results of this year's exam participants passing at an improved rate of 83% and, with ongoing changes, it is anticipated that additional, consistent improvement will be realized.

Faculty: The faculty is critical to SU's success as an institution and competitive salaries are vital in the effort to attract and retain the best instructors. Salisbury University continues to lag behind in a vital academic input and institutional objective—faculty salary levels. In three years, faculty salaries as a percentile of AAUP peers fell from the 65th to the 58th percentile at the associate professor level and rebounded by only one point this year. Similarly, after declining dramatically for two consecutive years, assistant professors rebounded in FY 2005 from the 66th to the 76th percentile, only to drop an additional two points in 2005-06. Concurrently, full professors have now fallen to the 62nd percentile, their lowest level in 16 years. At all three ranks, the institutional and BOR goal has been established at the 85th percentile. Market and regionally competitive salaries cannot be achieved without an additional \$1,696,000 annually—a staggering amount that is nonetheless essential to attract and retain the highest caliber instructional workforce. Perhaps more telling is a comparison against SU's Performance Peers—comparisons that are used annually in the MHEC Peer Performance review. Although the University surpasses its Performance Peers on multiple quantitative and (subjectively) qualitative factors, at the ranks of assistant, associate, and full professor, SU salaries are at the 70th, 60th, and 60th percentiles, respectively. Despite the rebounding Maryland economy and modest salary increases the past two years, the AAUP data convincingly indicate that many states have continued their commitment to their higher education workforce while Maryland lags behind and, at salary increases of 4 - 4.5% annually, the gap will continue to widen. As a result, Salisbury University has become less attractive to faculty from all backgrounds, and is experiencing difficulty in securing commitments from top faculty applicants.

Maryland Workforce Initiatives and Partnerships

Nursing: The University has had mixed success with its objectives and goals relative to critical workforce initiatives and partnerships. Perhaps its greatest single success lies in crucial input/output indicators, i.e. growth in nursing enrollments and nursing graduates. In the past six years, nursing enrollment has exploded, more than doubling from 198 to 428 students. Undoubtedly much of this growth is due to market opportunities associated with a severe shortage nationally of nurses wherein the demand for nurses, unlike that for teachers, has been met by correspondingly high salary levels. As mentioned earlier, a survey of our alumni two years after graduation revealed that nurses, on average, earned the highest salaries of all graduates including those working in information technology, computer science, and business careers. The growth in nursing graduates parallels the growth in enrollment but, as also mentioned earlier, the University is engaged in an effort to ensure that the

licensure pass rates of those graduates demonstrate the competencies needed to excel in the Nursing field—the first time through. Concurrently, the annual number of SU nursing graduates employed as nurses in Maryland continues to increase toward our goal of 70 (Objective 2.3).

Teacher Education: Teacher Education enrollments remain virtually constant—with a few notable exceptions—with a corresponding trend in the number of graduates. The University expects this trend to begin to increase once the new TETC opens in 2009, with an increase in the number of Teacher Education graduates employed in Maryland recovering as early as 2010 or 2011 (Objective 2.1). However, the University will continue to remind its audiences that it has no control over the life choices of those graduates once they are provided the discipline-specific and general education competencies they need to be successful. State governments have not responded to the market the same way that private industry does and teachers salaries in Maryland are not as competitive as they are in some of the neighboring states. This, coupled with the escalation of housing costs in most metropolitan, urban, and desirable retirement destinations (like the Eastern Shore), have created market tensions that make other career options or other locations more desirable.

Information Technology: Information Technology (IT) programs have experienced growth and decline that mirrors the national employment market. Since the dot-com and high tech bust, increased competition for IT-related jobs has had a negative affect on IT related enrollment, IT graduates, and the estimated number of IT graduates employed in Maryland (Objective 2.2). After the number of IT graduates employed in Maryland climbed to a high of 59 in 2004, the number declined to 31 in 2005. Little rebound is expected in that trend in 2006 and, although SU applications and enrollment are booming, those interested in IT-related fields, as predicted, remain constant.

Additional examples of SU's efforts to address Maryland workforce initiatives and partnerships include:

- of the students who persist, SU graduates fully 75% in 4 years and over 95% in 5 years;
- 96% of SU graduates are employed one year after graduation (Objective 2.4) with 74% of those employed in Maryland or the D.C. and Northern VA suburbs; and,
- at a measured pace, the University continues to expand its course offerings at the Eastern Shore Higher Education Center and will begin offering a collaborative Social Work program, pending Middle States approval, at Harford Community College.

Educational Access

Freshmen and Transfer Students: Salisbury University continues to focus its enrollment on highly qualified, motivated first-time freshmen and transfer students. New freshman enrollment for Fall 2005 was 958, with a composite SAT score of 1,050 and 1,210 at the 25th and 75th percentiles, respectively, and an average high-school GPA of 3.45—input levels that far surpass our Performance Peers. Salisbury has responded to Maryland's college access needs by increasing undergraduate enrollment by 901 students since 1999 and, as the campus demographics shift, now has 1,090 more full-time undergraduates than it did 6 years ago. Additionally, over the course of an academic year, the University accepts nearly as many transfer students as it does first-time freshmen. Although facilities capacities are constrained by insufficient classroom space, nighttime usage rates will be increased as resources permit the University to hire additional faculty and to offer more courses.

With the first ever formulaic commitment by the State to fund enrollment growth, Salisbury University will grow an additional 323 FTES, most all of it at the full-time undergraduate level, by Fall 2006. This growth is consistent with our 2003 enrollment projections that were approved by MHEC and will see us grow by 2,000 students over the next decade, i.e. assuming the State remains committed to formulaic funding of enrollment growth and to facilities expansions, both of which are essential if Salisbury University is to accommodate greater numbers of students.

Applications to Salisbury University are at record levels. Each year, SU receives over 5,000 applications for approximately 950 freshman seats and accepts, over the entire year, nearly an equal number of transfer students. The demand was so strong for Fall 2005 that the University suspended all transfer enrollments after July 1, 2005, postponing their admission to the spring. This necessity was borne out of a limited resource base that constrained SU's ability to hire additional faculty. However, the State's commitment to fund growth in FY

2007 has allowed the University to hire additional faculty and, at last count, our number of new confirmed freshman is 7% over our target of 1,000 while transfer applicants—a number intentionally limited in 2005—are up 18% compared to last year. At this rate, the University may be forced to limit, once again, transfer admits in order to keep enrollment controlled to a level that is manageable within current facilities and course availability.

Diversity and Financial Aid: The University continues to grow a more diverse student body (Objectives 3.1 and 3.2) in order to enhance the educational experience of all students as well as to reflect better the diversity of our region. However, SU's efforts have always been challenged by the proximity of an Historically Black Institution that struggles with diversity nearly as much as SU and, because of its rich state funding position when compared against Salisbury University, is able to offer more scholarships, attract more out-of-state students, and charge lower tuition than SU. Moreover, for a number of years, Salisbury University has had among the lowest annual per student scholarship dollar amounts and highest loan amounts of any USM institution. Historically, inadequate state funding and relatively low tuition levels have been the cause of this dubious distinction and, even though the University has quadrupled its allocation of institutional funds for student assistance over the past five years, it has yet to reach a level of funding to provide packaged financial assistance at levels that are comparable to what is offered by our performance and State peer institutions. Nonetheless, need-based financial aid became a presidential initiative of the highest level several year ago and the University is dedicating a significant portion of all new revenues to need-based aid.

Similarly, SU has increased the number of African-American students enrolled by 69% (from 416 in Fall 2000 to 703 in Fall 2005) and more than doubled the number of Hispanic students enrolled (from 60 in Fall 2000 to 166 in Fall 2005). It has done this through special programs in selected high schools on the Western Shore, increased marketing efforts, and through the expansion of institutional scholarship programs. The efforts discussed earlier in international education, as well as that of the Office of Diversity, have played a role in increasing retention, while the Foundations of Excellence® in the First College Year work should have a profound impact on the academic experience for all students. As a result, not only has SU enrolled a more diverse class every year since 2001, but also it has retained a more diverse class. By the Fall 2005 semester, SU had the largest minority representation in institutional history with over 16.2% minority and 10.5% African-American students. When compared with enrollment percentages of 11% minority and 8% African-American students merely five years ago and given our 16% enrollment growth, these trends are significant.

Additional examples of SU's efforts to enhance educational access include the following:

- to ensure that the children of our local citizens are financially able to attend Salisbury University, scholarship funds continue to be earmarked for local high school and Wor-Wic Community College graduates;
- by academic year 2005-06, SU expanded need-based financial aid by over 700% since the 2000-01 academic year;
- by academic year 2005-06, SU expanded merit-based financial aid by 78% since the 2000-01 academic year;
- SU is pursuing alternatives related to enrollment management, time to degree, and on-line learning including additional offerings at the Eastern Shore Higher Education Center; and,
- the University has made considerable efforts to raise scholarship funds through the SU Foundation and has begun a capital campaign that targets fully 40%—10 million dollars—of our goal toward endowed scholarships.

Funding Issues: Cost Containment and Efficiencies

Salisbury University remains committed to maximizing efficiency efforts by restructuring organizational processes, upgrading to new and more efficient technologies, embracing new technologies and methods, and containing costs. Savings and cost containment efforts allow the reallocation of resources to other critical initiatives and functions. The following represent highlights of those efforts for FY 2005:

Collaboration (\$139,000):

- Salisbury University continues to collaborate with the University of Maryland Eastern Shore in both academic programming and support services. The two universities participate in two dual degree programs (Biology-Environmental/Marine Science & Social Work-Sociology), sponsor a joint Master of Arts in Teaching, and employ several faculty and staff members as joint employees of both institutions. It is estimated that \$139,000 in salary/benefit costs are saved annually.

Use of Information Technology Equipment (\$27,500)

- SU uses multi-function machines (i.e., copiers that fax, scan, and print) to reduce the need for personal printers and other office machinery. This also creates economies of scale when ordering paper and other supplies for the machines. (\$18,000 in savings)
- SU uses “one-card” for inter-departmental transfers to reduce paper usage and office preparation time. (\$2,000 in savings)
- Call-in maintenance service requests provides an estimated annual savings of \$7,500.

Maintenance and Energy Conservation (\$279,056):

- SU uses a total energy management system to monitor and control energy management, yielding an average annual savings of 15%. (equating to approximately \$252,056).
- The University has continued to use an overall preventive maintenance program to improve the readiness level of institutional buildings and avoid unanticipated major maintenance needs. (\$27,000)

Contingent Labor Force (\$480,125)

- The University’s state support Contingent II labor pool represents 18 full-time positions with a projected annual savings \$207,000. In addition, the University employs 36 full-time non-tenure track faculty at an additional savings of \$273,125 over a fully benefited position. This savings, however, will be significantly lowered as the University continues to reinstate its contingent conversion plan.

Hiring Freeze/delays (\$678,890)

- Due to fiscal constraints in the State and unavoidable, unfunded mandatory increases, the University imposed an internal hiring freeze prior to the state-mandated one. For most positions not frozen, a three to twelve month hiring delay was implemented. As a result of these actions, the University reallocated funds from both faculty and staff positions to meet its FY 2006 operating needs.

Web-time Sheets (\$3,000)

- SU uses “web-time” reporting for all non-swiper full-time faculty and staff, reducing the amount of paper timesheets purchased and manually processed. Estimated annual savings total \$3,000.

Total Highlighted Cost Containment and Efficiencies: \$1,607,571

Trends Influencing Performance Accountability

For years, SU has identified State funding levels that are substantially below those of its peers as a significant obstacle to institutional performance. We have highlighted our true position in the funding guidelines and equated that to corresponding real dollars ranging from \$7 million to \$9 million annually below the funding level of our peers. Although the University's funding deficit below our peers is substantial and continuing, the State's renewed financial commitment to the University in FY 2007 is already having a dramatic affect on University initiatives. With the first ever commitment to formulaic funding of enrollment, the University is able to renew its growth and access plan of 2003 that had been suspended in the wake of fiscal instability. However, although the State's efforts to recognize performance are significant, they do not yet go far enough. Historically low levels of State funding have necessitated higher tuition costs that hinder educational access for some segments of our society more than others while, as indicated earlier, academic quality is threatened anytime the University is unable to compete for the best instructional workforce. Despite additional incentive funding, Salisbury University is unable to designate ample resources into need-based aid, facilities maintenance, new academic equipment, personnel, and Maryland workforce initiatives. Low faculty and staff salaries create significant retention and competitive hiring implications and negatively affect academic quality. However, while preventive maintenance has been deferred at an excessive rate, the next fiscal year should see increased emphasis to classroom renovations, some new academic equipment, and some badly needed facilities overhauls.

Salisbury University has grown substantially over the past five years and is prepared to grow more. It has identified areas of growth and the resources needed to accommodate that growth. The State of Maryland has finally begun to recognize performance and to commit resources to fund success. While much more is needed, including additional facilities, this is a positive direction for the entire State.

KEY GOALS AND OBJECTIVES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

Objective 1.1 Increase the percentage of nursing graduates who pass on the first attempt the nursing licensure exam from 85% in 2004 to 90% in 2009.

		2003	2004	2005	2006	2007	2008
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Nursing (NCLEX) exam pass rate	77%	85%	88%	73%	83%	85%

Objective 1.2 Increase the percentage of teacher education graduates who pass the teacher licensure exam from 91% in 2004 to 97% in 2009.

		2003	2004	2005	2006	2007	2008
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Teaching (PRAXIS II) pass rate ¹	92%	91%	96%	91%	92%	94%

Objective 1.3 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school will be no less than 98%.

		2002	2004	2005	2006	2007	2008
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
		2002 Survey	2004 Survey	2005 Survey	2006 Survey	2007 Survey	2008 Survey
Quality	Satisfaction w/preparation for graduate school ^{2,3}	98%	100%	99%	99%	99%	99%

Objective 1.4 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for employment will be no less than the 98% achieved in 2004.

		2002	2004	2005	2006	2007	2008
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
		2002 Survey	2004 Survey	2005 Survey	2006 Survey	2007 Survey	2008 Survey
Quality	Satisfaction w/preparation for employment ^{2,3}	97%	98%	97%	99%	99%	99%

Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

Objective 2.1 The estimated number of Teacher Education graduates employed as teachers in Maryland will increase from 163 in FY 2005 to 185 in 2009.

		2003 MSDE Actual	2004 MSDE Actual	2005 MSDE Actual	2006 MSDE Actual	2007 Estimated	2008 Estimated
Performance Measures	Estimated number of Teacher education graduates employed in MD as teachers ¹⁰						
Outcome		181	178	163	TBA	165	170

Objective 2.2 The estimated number of graduates employed in IT-related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

		2002 Actual 2002 Survey	2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Actual 2006 Survey	2007 Estimated 2007 Survey	2008 Estimated 2008 Survey
Performance Measures	Estimated number of graduates employed in MD in an IT field ^{2,3}						
Outcome		40	59	31	46	52	59

Objective 2.3 The estimated number of Nursing graduates employed as nurses in Maryland will increase from 44 in 2004 to 70 in 2009.

		2002 Actual 2002 Survey	2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Actual 2006 Survey	2007 Estimated 2007 Survey	2008 Estimated 2008 Survey
Performance Measures	Estimated number of Nursing graduates employed in MD as nurses ^{2,3}						
Outcome		34	44	57	71	72	72

Objective 2.4 Through 2009, the percentage of graduates employed one-year after graduation will be no less than the 95% achieved in 2004.

		2002 Actual 2002 Survey	2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Actual 2006 Survey	2007 Estimated 2007 Survey	2008 Estimated 2008 Survey
Performance Measures	Percent employed one-year after graduation ^{2,3}						
Outcome		96%	95%	96%	93%	95%	95%

Objective 2.5 Increase expenditures on facility renewal from .5% in 2004 to .9% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Efficiency	Percentage of annual state appropriation spent on facility renewal ⁴	.5%	.5%	.4%	.6%	.7%	.8%

Goal 3. The University will foster inclusiveness as well as cultural and intellectual pluralism.

Objective 3.1 Increase the percentage of African-American undergraduates from 8.8% in 2004 to 12.0% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Input	Percentage of African-American undergraduates ⁵	8.4%	8.8%	10.3%	10.5%	11.0%	11.5%

Objective 3.2 Increase the percentage of minority undergraduates from 14.0% in 2004 to 18.0% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Input	Percentage of minority undergraduates ⁵	12.6%	14.0%	15.8%	16.2%	16.7%	17.2%

Objective 3.3 Increase the percentage of economically disadvantaged students attending SU from 40% in 2004 to 46% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Input	Percentage of economically disadvantaged students attending SU ⁹	39.4%	40.9%	42.4%	39.2%	42.0%	44.0%

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Objective 4.1 The second-year retention rates of SU first-time, full-time freshmen will increase from 84.2% in 2004 to 85.0% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Output	2 nd year first-time, full-time retention rate: all students ⁶	85.2%	84.2%	84.3%	87.4%	87.4%	87.4%

Objective 4.2 The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 78.6% in 2004 to 85.0% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Output	2 nd year first-time, full-time retention rate: African-American students ⁶	77.9%	78.6%	83.6%	80.0%	82.0%	84.4%

Objective 4.3 The second-year retention rates of SU first-time, full-time minority freshmen will increase from 80.4% in 2004 to 85.0% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Output	2 nd year first-time, full-time retention rate: minority students ⁶	81.3%	80.4%	83.2%	84.0%	84.2%	84.6%

Objective 4.4 The six-year graduation rates of SU first-time, full-time freshmen will be at least 73% annually through 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Output	6-year graduation rate of first-time, full-time freshmen: all students ⁶	71.8%	73.0%	72.8%	72.9%	73.0%	73.2%

Objective 4.5 The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 53.3% in 2004 to 63.0% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Output	6-year graduation rate of first-time, full-time freshmen: African-American students ⁶	55.0%	53.3%	58.5%	65.7%	65.7%	65.7%

Objective 4.6 The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 53.2% in 2004 to 63.0% in 2009.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Estimated	2008 Estimated
Output	6-year graduation rate of first-time, full-time freshmen: minority students ⁶	55.5%	53.2%	60.6%	63.7%	63.7%	63.7%

Additional Indicators⁷

		2003 Actual 2002 Survey	2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Actual 2006 Survey	2007 Estimated 2007 Survey	2008 Estimated 2008 Survey
AI.1. Performance Measures⁸							
Outcome	Median salary of SU graduates	\$32,014	\$33,853	\$34,711	\$35,909	\$36,000	\$37,200
	Ratio of the median salary of SU graduates (one year after graduation) to the median salary of the civilian workforce w/bachelor's degrees ^{2,3}						
Outcome		.79	.81	.82	.71	.75	.77

Notes to MFR

¹ PRAXIS II test results are reported on a cohort basis. The test period for 2006 Actual ran between 10/1/2004 and 9/30/2005.

² Salisbury University annually surveys its baccalaureate degree recipients one-year after graduation. Those surveyed for 2006 Actual graduated in August or December 2004, or January or May 2005. This survey cycle differs from MHEC's triennial alumni survey cycle. As a result, SU's data are updated annually and reflect the most recently surveyed classes. However, due to fiscal and personnel resource limitations, the 2003 survey of the 2001-02 baccalaureate degree recipients was delayed one year. Data gained from this cohort represents alumni responses two-years after graduation disqualifying their data for comparison purposes. As a result, data from the 2001-02 baccalaureate degree recipients have been omitted and the trend years rolled back as necessary to include three years of historical data.

³ Because of fiscal and personnel resource limitations, SU was unable to include survey updates in time for their inclusion in the 2004 Performance Accountability Report and MFR. These data reflect those updates with the exception of the data describe in Note 2.

⁴ Data provided by the USM. Actual 2006 data reflect the fiscal year beginning 7/1/2005 and ending 6/30/2006.

⁵ Percentages are based on headcounts as of fall census. Actual data for 2006 reflects Fall 2005 enrollment.

⁶ Data provided by the MHEC. For second year retention rates, actual data for 2006 reports the number of students in the Fall 2004 cohort who returned in Fall 2005. For graduation rates, actual data for Fall 2006 report the number of students in the Fall 1999 cohort who graduated by Spring 2005.

⁷ Additional Indicators are institutional measures that are important to external and internal constituents. They are indicative of institutional performance but are not driven by any institutional targets.

⁸ No performance goal is targeted for this indicator. If SU produces more teachers and social work majors, the ratio will decrease; however, produce more nurses and IT majors and the ratio will increase. Competing interests make a performance target for this objective indistinct.

⁹ Actual 2006 data are from Fall 2005.

¹⁰ Actual 2006 data are reported from MSDE as of October 2006.

Salisbury University
Peer Performance Data, 2006

University	25th/75th %ile	SAT Rank	% minority of all undergraduates	% Minority Rank	% African-American of all undergraduates	% African-American Rank	Average (4-yr) second-yr. retention rate	Retention Rate Rank	Six-year graduation rate	Graduation Rate Rank
Salisbury U.	1050-1210	1	15.4%	4	10.0%	1	81%	2	67.0%	1
Central Washington U.	915-1140	7	17.1%	3	2.2%	8	76%	7	48.8%	7
Eastern Illinois U.	910-1110	10	11.0%	8	7.1%	2	79%	4	62.2%	2
Humboldt State U.	940-1190	4	19.3%	1	3.4%	7	75%	9	40.6%	11
Massachusetts, U. of, Dartmouth	960-1150	4	12.0%	6	6.4%	3	78%	5	50.4%	6
North Carolina, U. of, Wilmington	1040-1210	2	9.6%	10	5.0%	4	85%	1	61.3%	3
Northern Michigan U.	910-1140	8	5.4%	11	1.7%	10	72%	10	46.7%	9
Sonoma State U.	950-1140	6	18.5%	2	2.0%	9	80%	3	48.5%	8
SUNY, C. at Oswego	1020-1160	3	10.1%	9	3.9%	6	76%	7	55.0%	5
SUNY, C. at Plattsburgh	940-1120	8	11.4%	7	4.8%	5	77%	6	55.7%	4
Western Oregon U.	880-1090	11	12.4%	5	1.6%	11	70%	11	42.9%	10
Average of Peers	947-1145		12.7%		3.8%		76.8%		51.2%	
	Six-year graduation rate all minorities	Minority Graduation Rate Rank	Six-year graduation rate African Americans	African-American Graduation Rate rank	Passing rate on teacher licensure exams ²	teacher licensure passing rank	Passing rate in nursing licensing exam	NCLEX Passing Rank	Alumni giving rate	Alumni Giving Rank
Salisbury U.	46.5%	2	43.9%	5	90%	10	73%	4	7.0%	9
Central Washington U.	38.2%	8	25.9%	9	**	-	No program	-	6.0%	10
Eastern Illinois U.	56.8%	1	59.8%	1	98%	6	No program	-	10.0%	6
Humboldt State U.	34.8%	9	35.0%	8	98%	6	72%	5	22.0%	1
Massachusetts, U. of, Dartmouth	42.3%	6	36.1%	7	100%	1	91%	2	12.0%	4
North Carolina, U. of, Wilmington	43.8%	5	40.0%	6	97%	8	94%	1	9.0%	7
Northern Michigan U.	23.2%	11	16.0%	11	100%	1	NA	-	9.0%	7
Sonoma State U.	38.5%	7	25.0%	10	99%	4	82%	3	1.0%	11
SUNY, C. at Oswego	44.1%	4	49.1%	4	97%	8	No program	-	14.0%	3
SUNY, C. at Plattsburgh	44.9%	3	50.0%	3	99%	4	NA	-	17.0%	2
Western Oregon U.	34.7%	10	57.1%	2	100%	1	No program	-	11.0%	5
Average of Peers	40.1%		39.4%		98.7%		84.8%		11.1%	
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Salisbury University
Peer Performance Data, 2006

	Acceptance rate	Acceptance Rank	% of Faculty with terminal degrees	Faculty Education Rank	Ratio of FTES to FTEF	FTES to FTEF Ratio Rank	Average HS GPA	GPA Rank	Total State appropriation/ FTES	State Appropri- ation Rank
Salisbury U.	61%	5	82%	7	16.2	2	3.5	2	\$4,199	10
Central Washington U.	83%	9	86%	4	20.4	9	3.1	6	\$4,738	8
Eastern Illinois U.	76%	8	71%	10	16.2	2	2.8	9	\$4,628	9
Humboldt State U.	58%	2	81%	8	18.6	6	3.2	3	\$9,683	1
Massachusetts, U. of, Dartmouth	68%	6	74%	9	17.3	5	3.1	6	\$7,204	3
North Carolina, U. of, Wilmington	60%	3	88%	3	21.4	10	3.6	1	\$6,188	4
Northern Michigan U.	83%	9	NA	-	25.3	11	2.6	10	\$5,544	5
Sonoma State U.	70%	7	97%	1	20.1	8	NA	-	\$7,708	2
SUNY, C. at Oswego	57%	1	83%	6	19.5	7	3.2	3	\$4,968	7
SUNY, C. at Plattsburgh	60%	3	95%	2	17.0	4	3.0	8	\$5,494	6
Western Oregon U.	93%	11	85%	5	15.3	1	3.2	3	\$3,411	11
Average of Peers	70.8%		84.4%		19.1		3.1		\$5,957	
	Average Overall Score	Overall Performance Rank	Notes							
Salisbury U.	4.333	1	(1) Eastern Illinois and Northern Michigan University prefer ACT over SAT scores when considering admissions applications. ACT ranges were converted to SAT ranges.							
Central Washington U.	7.308	10	(2) Teacher licensure laws vary from state to state. The Praxis II exam may be required at different times in a student's education. Northern Michigan and Western Oregon Universities require passage of the exam prior to graduation; therefore pass rates will always be 100%. The State of Washington does not require the Praxis II exam for licensing its teachers.							
Eastern Illinois U.	6.000	8	(3) NCLEX-RN exam pass rates for University of Massachusetts-Dartmouth (MA), UNC-Wilmington (NC), Sonoma State (CA), Humboldt State (CA) were obtained from the respective state board of nursing Websites. Pass rates for Northern Michigan and SUNY -Plattsburgh were not available in a comparable							
Humboldt State U.	5.400	6								
Massachusetts, U. of, Dartmouth	4.867	4								
North Carolina, U. of, Wilmington	4.533	2								
Northern Michigan U.	8.692	11								
Sonoma State U.	5.400	6								
SUNY, C. at Oswego	5.214	5								
SUNY, C. at Plattsburgh	4.643	3								
Western Oregon U.	6.929	9								
Average of Peers	5.756									

NA - Data not available

12/21/2007: Office of University Analysis, Reporting, & Assessment

America's Best Colleges: 2007, Online Edition: U.S. News & World Report
Top Public Colleges in the North, 2007

	College of New Jersey	SUNY Geneseo	Rowan	Rutgers	Salisbury	CUNY- Baruch	Towson	SUNY - New Paltz	Montclair	Penn State- Erie
Rank (North Region)	5	14	29	31	38	40	40	44	46	46
# of Institutions	165	165	165	165	165	165	165	165	165	165
Tier	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top
Public Institution Ranking (North)	1	2	3	4	5	6	6	8	9	9
Financial Resources Rank	37	147	57	109	161	129	160	124	118	57
Academic Reputation Rank	6	6	20	38	26	16	16	26	26	57
Graduation & Retention Rank	3	5	42	52	30	71	52	60	60	37
Student Selectivity Rank	1	3	28	16	20	20	31	28	55	65
Faculty Resources Rank	16	154	64	6	137	141	112	88	52	74
Alumni Giving Rank	126	68	126	111	115	104	143	130	152	111
Final Overall Scores	82	69	57	55	51	50	50	49	48	48
Peer Assessment	3.5	3.5	3.1	2.9	3.0	3.2	3.2	3.0	3.0	2.7
Avg Freshmen Rtnrn Rate	95%	91%	85%	83%	81%	88%	85%	84%	83%	83%
Avg Graduation Rate	82%	79%	62%	59%	67%	51%	58%	57%	57%	64%
% of Class <20	47%	22%	46%	43%	28%	28%	36%	46%	25%	38%
% of Classes w/ 50 or more	1%	9%	0%	8%	4%	13%	1%	4%	2.0%	5%
Student/Faculty Ratio	12/1	19/1	14/1	11/1	16/1	19/1	18/1	16/1	17/1	15/1
% of F/T Faculty	74%	89%	75%	80%	85%	76%	77%	68%	67%	91%
SAT: 25th-75th percentile	1170-1370	1200-1340	1020-1220	1020-1210	1050-1210	990-1200	1000-1180	1040-1205	960-1130	980-1170
Freshmen: top 25% of HS class	94%	89%	52%	64%	56%	59%	54%	56%	45%	36%
Acceptance Rate	45%	49%	47%	53%	57%	33%	64%	44%	54%	80%
Avg Alumni Giving Rate	8%	14%	8%	10%	9%	10%	7%	7%	6%	10%

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America's Best Colleges: 2006, Online Edition: U.S. News & World Report
Select Colleges in the North, 2006

	College of New Jersey	SUNY Geneseo	Rowan	Rutgers	Salisbury	CUNY- Baruch	Towson	SUNY - New Paltz	Montclair	Penn State- Erie
Rank (North Region)	4	12	33	31	44	50	42	42	68	62
# of Institutions	165	165	165	165	165	165	165	165	165	165
Tier	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top
Public Institution Ranking (North)	1	2	4	3	7	9	5	5	12	11
Financial Resources Rank	35	159	72	117	147	128	147	128	122	72
Academic Reputation Rank	5	5	23	23	37	17	23	30	47	66
Graduation & Retention Rank	3	5	47	65	28	94	49	73	60	42
Student Selectivity Rank	1	3	26	22	26	29	39	18	51	65
Faculty Resources Rank	11	153	67	6	131	132	97	78	62	89
Alumni Giving Rank	126	67	131	105	136	112	149	131	157	105
Final Overall Scores	86	71	55	56	48	47	49	49	44	45
Peer Assessment	3.6	3.6	3.1	3.1	2.9	3.2	3.1	3.0	2.8	2.7
Avg Freshmen Rtnrn Rate	95%	91%	85%	84%	81%	89%	85%	84%	83%	83%
Avg Graduation Rate	82%	79%	60%	55%	67%	46%	59%	54%	56%	62%
% of Class <20	54%	29%	43%	46%	30%	25%	44%	48%	24%	34%
% of Classes w/ 50 or more	1%	8%	0%	7%	3%	12.0%	1%	4%	2.0%	5%
Student/Faculty Ratio	13/1	19/1	15/1	12/1	16/1	17/1	18/1	16/1	18/1	15/1
% of F/T Faculty	74%	89%	77%	78%	84%	77%	75%	69%	69%	91%
SAT: 25th-75th percentile	1170-1360	1200-1340	1010-1200	1020-1220	1040-1200	970-1200	990-1170	1010-1200	920-1110	960-1150
Freshmen: top 25% of HS class	91%	86%	52%	65%	50%	56%	48%	60%	47%	40%
Acceptance Rate	48%	44%	52%	56%	61%	36%	67%	40%	50%	81%
Avg Alumni Giving Rate	8%	15%	8%	10%	7%	10%	6%	8%	5%	10%

America's Best Colleges : U.S. News World Report
Salisbury University Rankings: 1998 - 2007

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Rank (North Region)¹	40	40	39	39	46	37	33	45	44	38
# of Institutions	146	146	146	146	167	165	165	165	165	165
Tier	2	2	2	2	2	1	1	Top	Top	Top
Public Institution Ranking (North)	7	9	7	8	10	6	4	7	7	5
Financial Resources Rank	136	123	127	128	164	150	143	140	147	161
Academic Reputation Rank	56	46	44	34	37	36	33	51	37	26
Graduation & Retention Rank	53	51	42	39	38	35	33	31	28	30
Student Selectivity Rank	5	14	17	12	17	16	16	18	26	20
Faculty Resources Rank	64	79	37	87	120	100	88	128	131	137
Alumni Giving Rank	63	71	90	99	107	89	82	129	136	115
Final Overall Scores	77	76	65	61	64	51	53	46	48	51

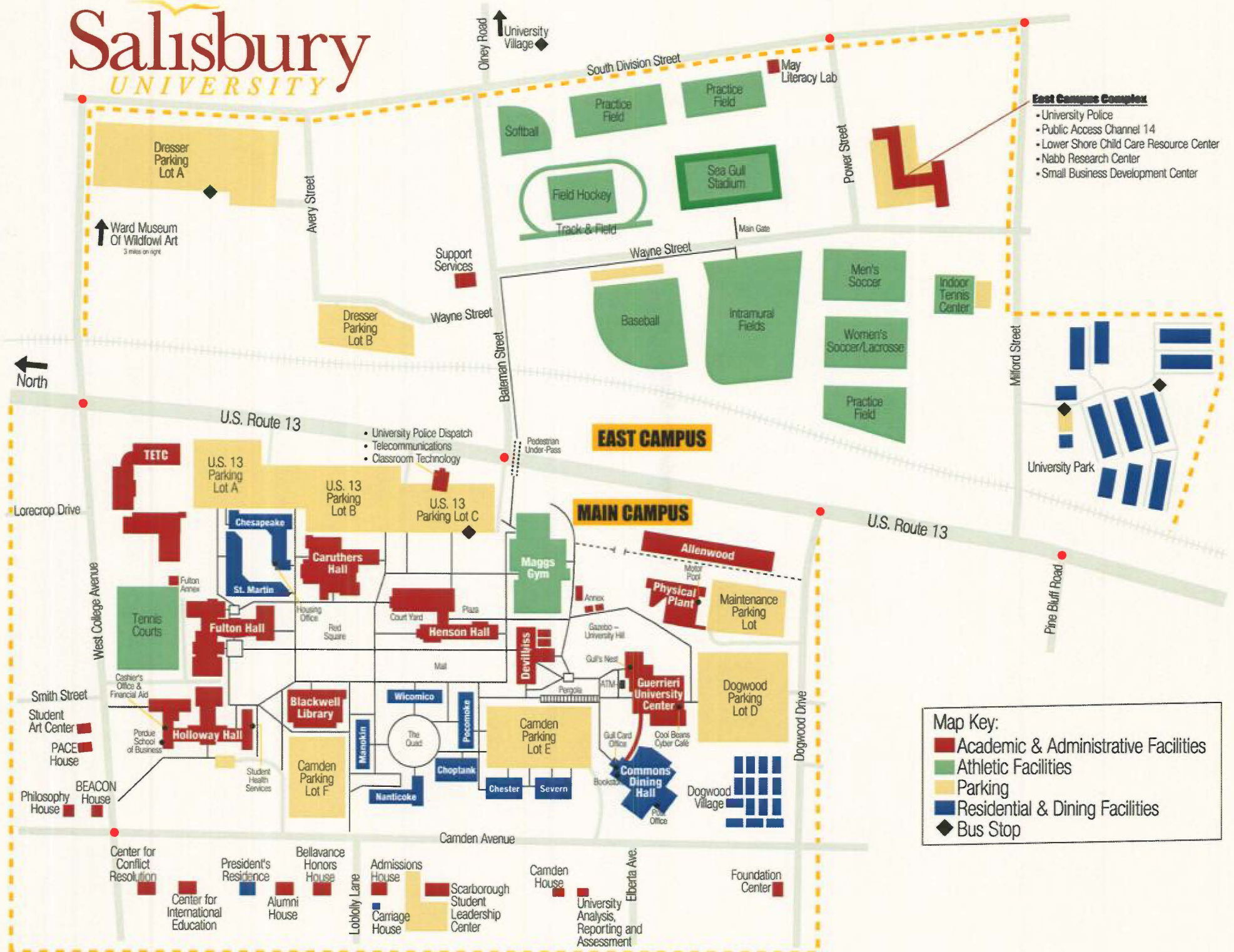
*Note: Starting with the 2005 edition, US News combined Tiers 1 & 2 into the "TOP Tier".

¹In all rows except "Final Overall Scores," the lower the number the higher the ranking. "Final Overall Scores," range from 1-100 with 100 the highest score.

US News Ranking Criteria: 2007 Edition

Ranking Category	Subfactor	Subfactor Weight	Relative Weights as a Percent of Total
Academic Reputation 25%	Academic Reputation Survey	100%	25.0%
Student Selectivity 15%	Acceptance Rate	10%	1.5%
	High School Class: Top 25%	40%	6.0%
	SAT/ACT Scores	50%	7.5%
Faculty Resources 20%	Faculty Compensation (2Yrs: Ave Sal + Benefits) (Adjusted for regional COL differences)	35%	7.0%
	Faculty w/ top terminal degrees	15%	3.0%
	Percent F/T Faculty	5%	1.0%
	Student/Faculty Ratio	5%	1.0%
	Class Size: 1-19	30%	6.0%
	Class Size: 50+	10%	2.0%
Grad/Retention Rate 25%	6-Yr Graduation Rate (Average: 4 yrs)	80%	20.0%
	FR-SO Retention Rate (Average: 4 yrs)	20%	5.0%
Financial Resources 10%	Educational Expenditures per Student (Ave-2 yrs:instrctn,rsrch,stdnt srv, related eductnl)	100%	10.0%
Alumni Giving 5%	Alumni Giving Rate (2 yr ave)	100%	5.0%
100%			100.0%

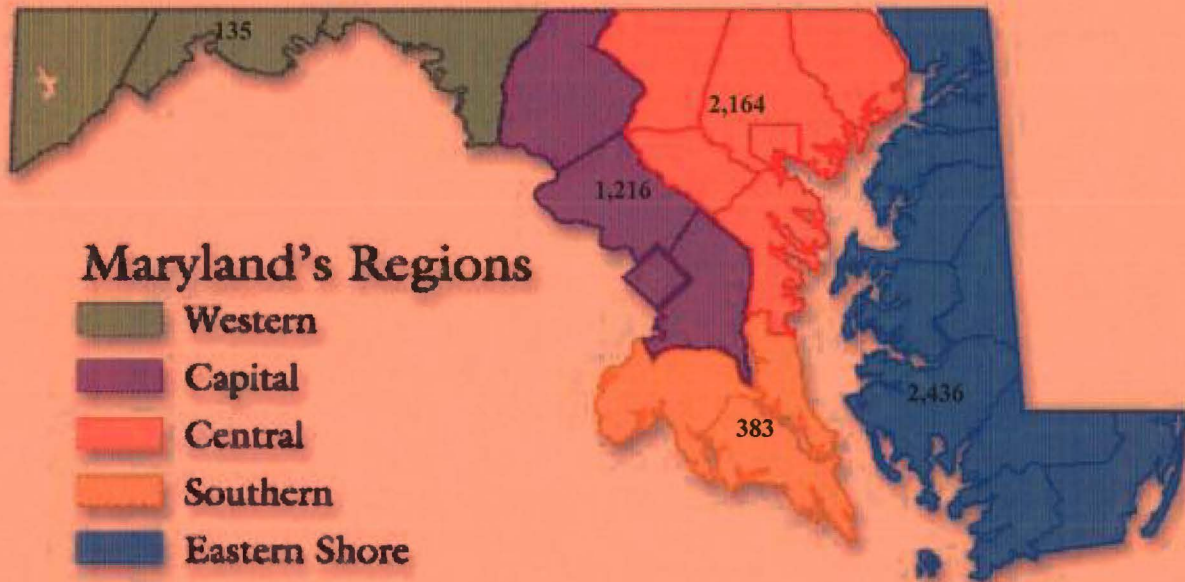
Salisbury UNIVERSITY



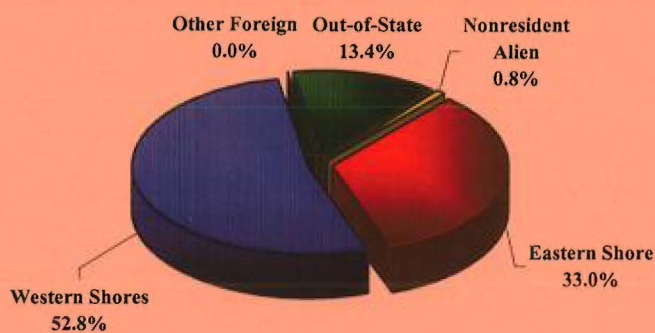
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Institutional Enrollment and Demographics

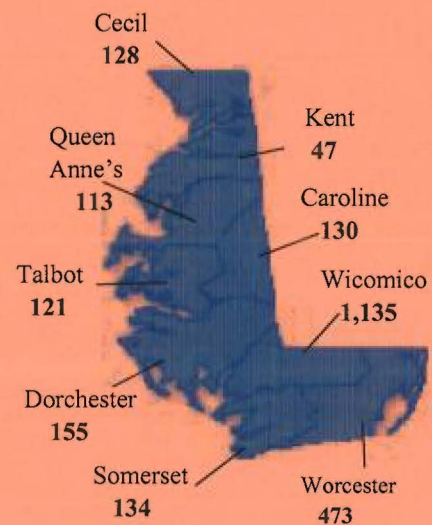
Total Maryland Enrollment, Fall 2006: 6,334



Fall 2006
Total Enrollment: 7,383



Total Eastern Shore Enrollment,
Fall 2006: 2,436



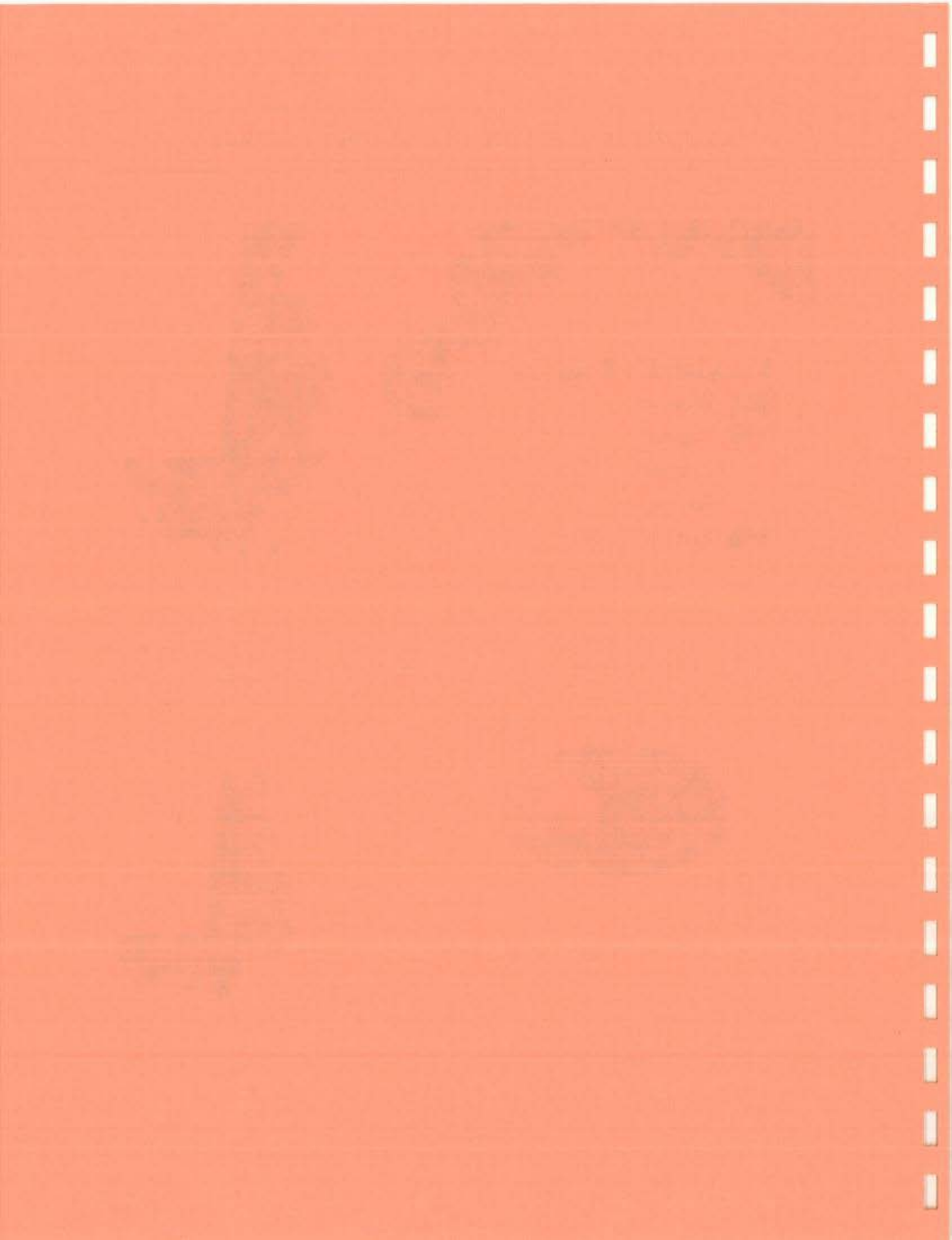


Table 1:

Total Institutional Enrollment: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	5,947	6,851	6,816	6,942	7,009	7,383	1,436
% Annual Growth	-1.0%	2.5%	-0.5%	1.8%	2.8%	5.3%	24.1%
Total Men	2,489	2,860	2,814	2,925	2,973	3,192	703
% Men	41.9%	41.7%	41.3%	42.1%	42.4%	43.2%	28.2%
Total Women	3,458	3,991	4,002	4,017	4,036	4,191	733
% Women	58.1%	58.3%	58.7%	57.9%	57.6%	56.8%	21.2%
F.T.E.S.	4,976	5,985	5,950	6,150	6,277	6,631	1,655
% Annual Growth	0.3%	3.8%	-0.6%	3.4%	5.5%	5.6%	33.3%
Full-Time Students	4,539	5,593	5,588	5,815	5,982	6,273	1,734
Men	1,953	2,436	2,390	2,516	2,591	2,795	842
Women	2,586	3,157	3,198	3,299	3,391	3,478	892
% Full-Time	76.3%	81.6%	82.0%	83.8%	85.3%	85.0%	38.2%
Average Age of all full-time students	N/A	21.0	20.9	21.0	21.0	20.9	
Part-Time Students	1,408	1,258	1,228	1,127	1,027	1,110	(298)
Men	536	424	424	409	382	397	(139)
Women	872	834	804	718	645	713	(159)
% Part-Time	23.7%	18.4%	18.0%	16.2%	14.7%	15.0%	-21.2%
Average Age of all part-time students	N/A	31.3	29.6	29.4	29.5	29.5	
Average Student Age	N/A	22.9	22.5	22.4	22.2	22.2	

Figure 1:

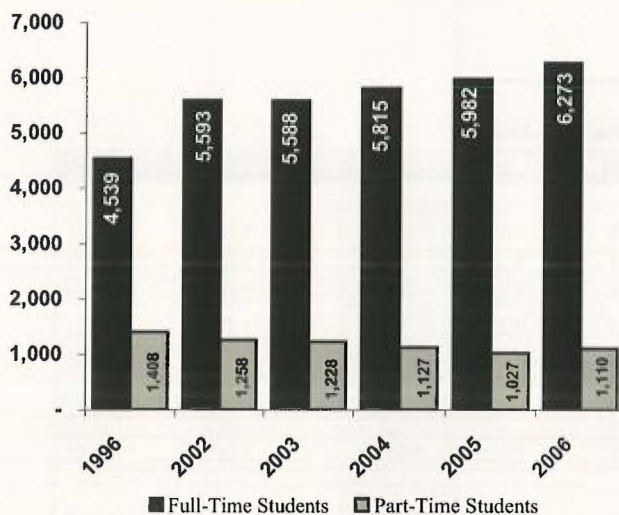
**Full-Time and Part-Time
Institutional Enrollment: 1996, 2002-2006**

Figure 2:

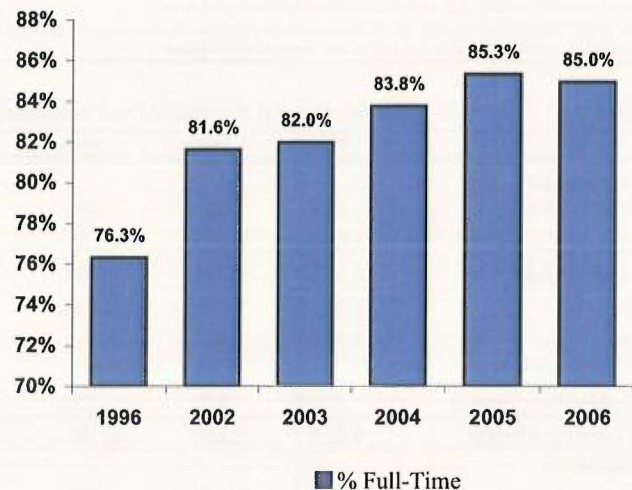
**Institutional Enrollment
Percent Full-Time: 1996, 2002-2006**

Table 2:

Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2006

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien (NRA)		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Students¹	125	-	5	-	34	1	30	-	822	4	6	-	6	-	1,028	5	1,033
%	12.2		0.5		3.4		2.9		80.4		0.6		0.6				
Undergraduates																	
Freshmen	218	2	7	-	54	2	49	2	1,293	24	12	1	14	1	1,647	32	1,679
%	13.2		0.4		3.4		3.1		79.1		0.8		0.9				
Sophomores	132	15	4	-	27	-	31	2	1,317	46	7	1	28	-	1,546	64	1,610
%	9.3		0.3		1.7		2.1		86.2		0.5		1.7				
Juniors	159	31	4	-	32	3	41	2	1,241	84	8	1	65	6	1,550	127	1,677
%	11.8		0.2		2.2		2.7		82.5		0.6		4.2				
Seniors	105	13	8	1	44	5	35	4	1,025	120	6	-	77	11	1,300	154	1,454
%	8.6		0.7		3.6		2.9		83.8		0.4		6.1				
Second Bachelor's	5	2	-	-	-	-	3	-	57	24	4	1	1	2	70	29	99
%	7.3		0.0		0.0		3.1		84.4		5.0		3.0				
Subtotal	619	63	23	1	157	10	159	10	4,933	298	37	4	185	20	6,113	406	6,519
Unclassified/ Non-Degree	-	39	-	2	-	6	-	6	3	172	1	1	-	42	4	268	272
Total Undergraduates	619	102	23	3	157	16	159	16	4,936	470	38	5	185	62	6,117	674	6,791
%	11.0		0.4		2.6		2.7		82.6		0.6		3.6				
Graduates																	
Degree-seeking	23	16	-	-	2	1	3	5	105	257	12	4	2	4	147	287	434
Non-Degree	1	12	-	1	-	-	1	-	7	122	-	1	-	13	9	149	158
Total Graduates	24	28	-	1	2	1	4	5	112	379	12	5	2	17	156	436	592
%	9.1		0.2		0.5		1.6		85.7		3.0		3.2				
GRAND TOTAL	643	130	23	4	159	17	163	21	5,048	849	50	10	187	79	6,273	1,110	7,383
%	10.9		0.4		2.5		2.6		82.9		0.8		3.6				

Notes:

First-time students are included in freshmen and sophomore figures as appropriate.

Percentage of African-American through White plus Nonresident Alien are a percentage of the known population. Percentage of Unknown is a percentage of the total population.

Table 2.1

Total Institutional Enrollment by Classification: 1996, 2002-2006

	1996	2002	2003	2004	2005	2006	4-Yr. Chng	10-Yr. Chng
Undergraduates								
First-Time Students ¹	696	900	950	986	958	1,033	133	337
Total Freshmen	1,055	1,439	1,495	1,584	1,577	1,679	240	624
Total Sophomores	1,062	1,395	1,451	1,377	1,503	1,610	215	548
Juniors	1,326	1,480	1,484	1,563	1,506	1,677	197	351
Seniors	1,324	1,399	1,341	1,393	1,449	1,454	55	130
Second Bachelor's	-	123	103	105	106	99	(24)	99
Unclassified/Non-Degree	527	370	325	344	296	272	(98)	(255)
Total Undergraduates	5,294	6,206	6,199	6,366	6,437	6,791	585	1,497
Graduates								
Degree-seeking	428	434	407	401	432	434	-	6
Non-Degree	225	211	210	175	140	158	(53)	(67)
Total Graduates	653	645	617	576	572	592	(53)	(61)
Grand Total	5,947	6,851	6,816	6,942	7,009	7,383	532	1,436

Figure 3: Full-Time and Part-Time Institutional Enrollment: 1996, 2002-2006

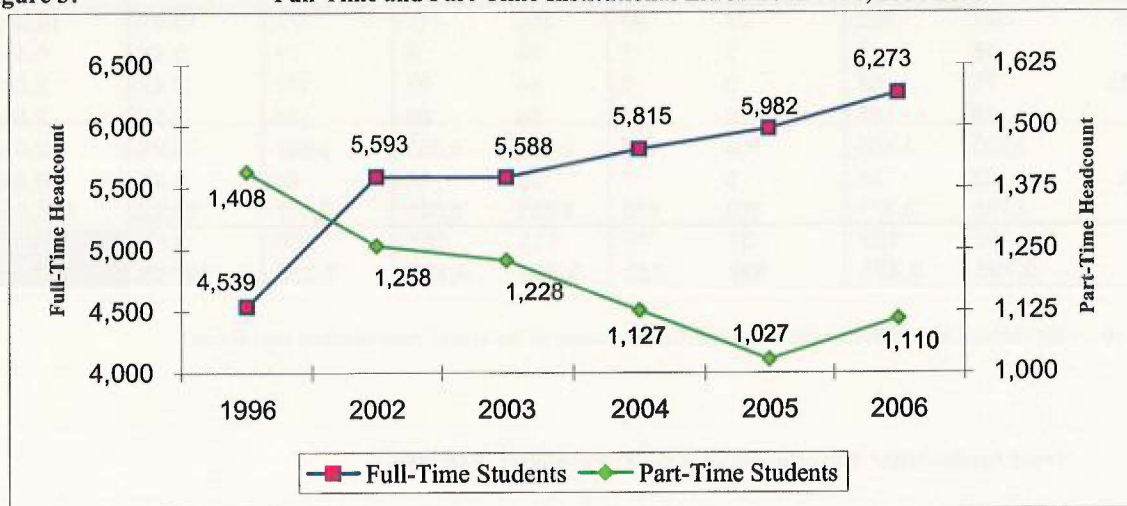


Figure 4: Total Institutional Enrollment Since 1980

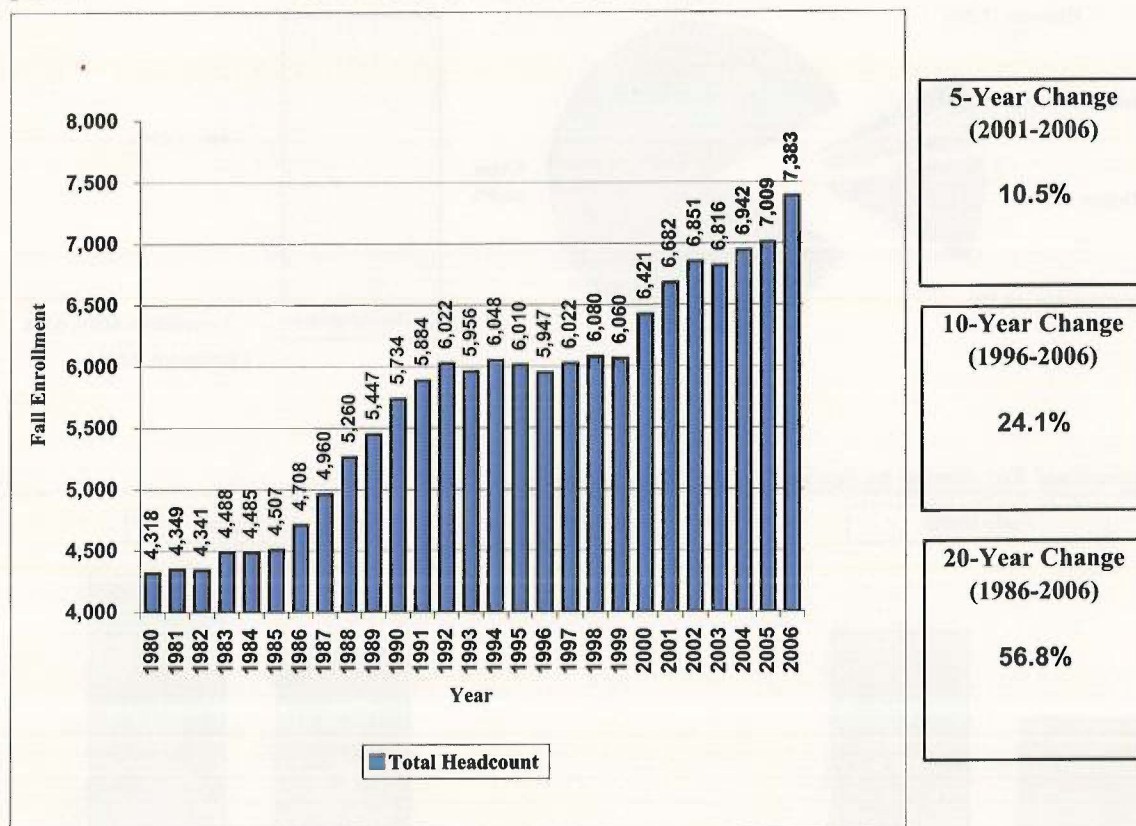


Table 3:

Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2006

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent Of Known
	Male	Female	Male	Female	Male	Female			
African-American	321	322	37	93	358	415	773	10.5%	10.9%
American Indian	16	7	3	1	19	8	27	0.4%	0.4%
Asian/Pacific Islander	75	84	9	8	84	92	176	2.4%	2.5%
Hispanic	78	85	10	11	88	96	184	2.5%	2.6%
White	2,203	2,845	304	545	2,507	3,390	5,897	79.9%	82.9%
Nonresident Alien	22	28	3	7	25	35	60	0.8%	0.8%
SUBTOTAL	2,715	3,371	366	665	3,081	4,036	7,117	96.4%	100.0%
Unknown	80	107	31	48	111	155	266	3.6%	
TOTAL	2,795	3,478	397	713	3,192	4,191	7,383	100.0%	

¹Percentages reported above the subtotal line represent the race/ethnicity percentage of the known race/ethnicity population.

Figure 5:

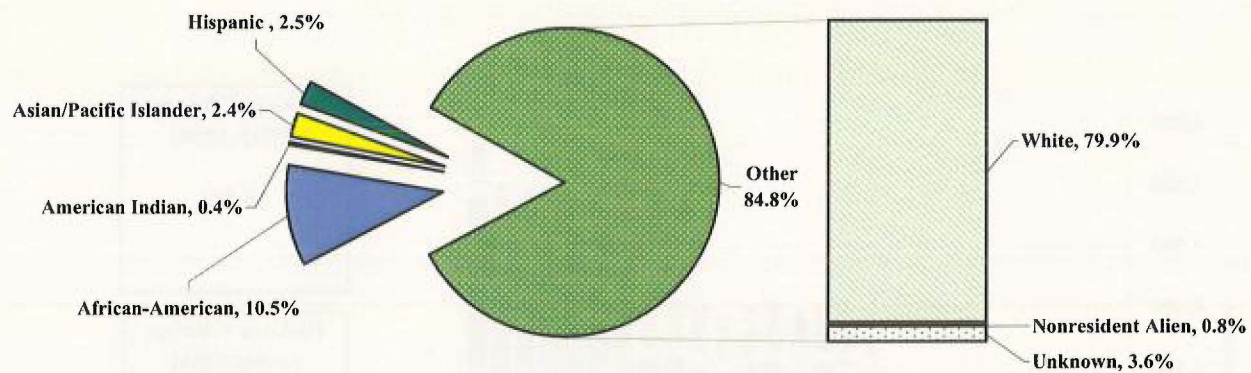
Total Institutional Enrollment by Race & Ethnicity: Fall 2006

Figure 6: Total Institutional Enrollment by Sex and Status: Fall 1996 and Fall 2006

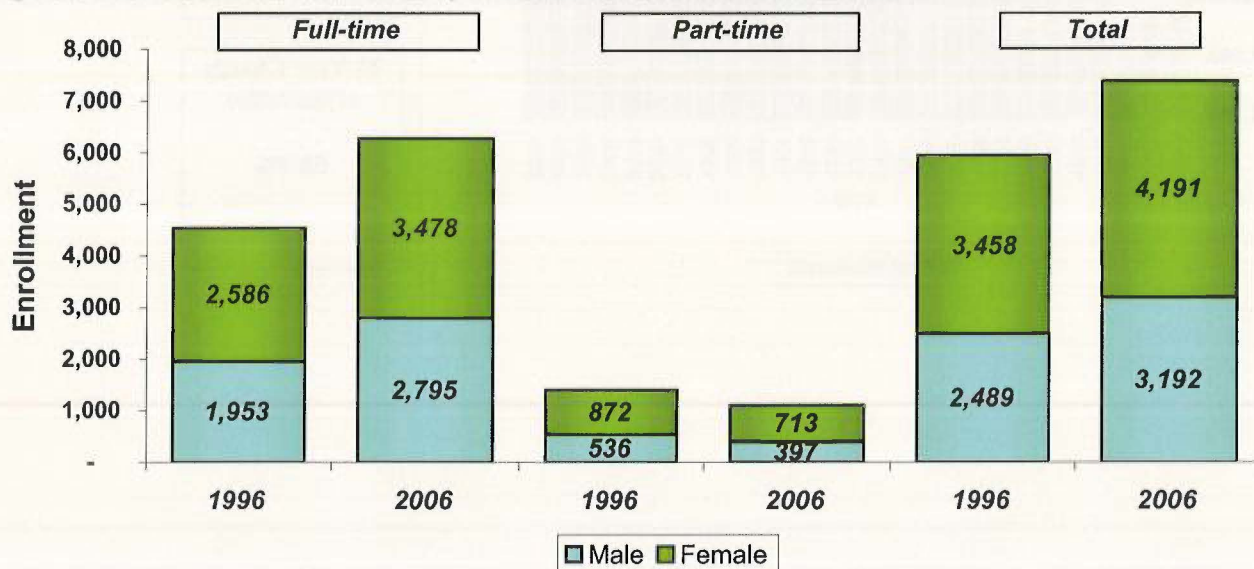
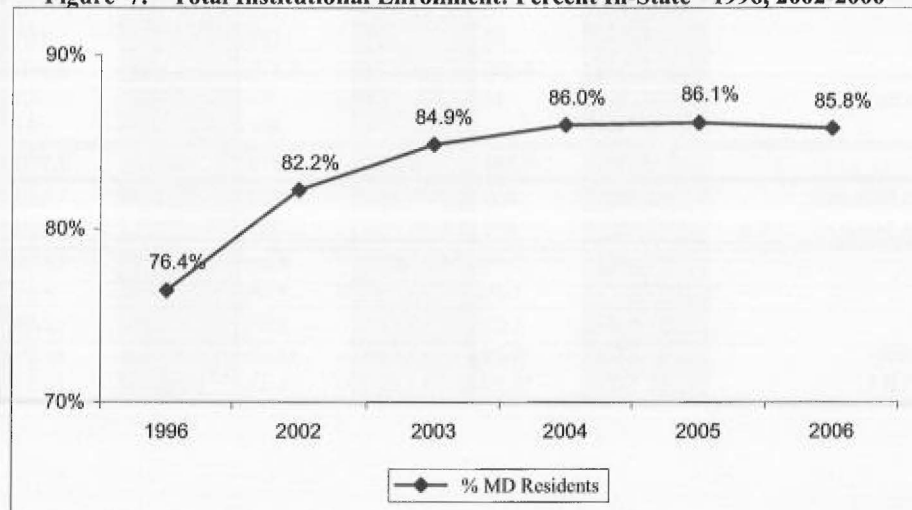


Table 4:

Total Institutional Demographics: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	5,947	6,851	6,816	6,942	7,009	7,383	1,436
Total Residing on Campus	1,715	1,645	1,669	1,704	1,690	1,700	(15)
Total Commuters	4,232	5,206	5,147	5,238	5,319	5,683	1,451
% Residing On Campus	28.8%	24.0%	24.5%	24.5%	24.1%	23.0%	
MD Residents	4,546	5,633	5,784	5,969	6,036	6,334	1,788
% MD Residents	76.4%	82.2%	84.9%	86.0%	86.1%	85.8%	39.3%
Out-of-State	1,351	1,138	966	928	927	986	(365)
Nonresident Alien	47	74	65	43	43	60	13
Other ¹	3	6	1	2	3	3	-
African-American	452	558	558	669	703	773	321
American Indian	20	19	21	21	20	27	7
Asian/Pacific Islander	73	133	164	170	173	176	103
Hispanic	59	114	129	154	166	184	125
Nonresident Alien	47	74	65	43	43	60	13
White	5,296	5,629	5,415	5,490	5,580	5,897	601
Unknown	-	324	464	395	324	266	266
Total	5,947	6,851	6,816	6,942	7,009	7,383	1,436
Total Known Minority	604	824	872	1,014	1,062	1,160	556
Total Known Min + NRA	651	898	937	1,057	1,105	1,220	569
Known Minority	10.2%	12.6%	13.7%	15.5%	15.9%	16.3%	92.1%
Minority + Nonresident Alien	10.9%	13.8%	14.8%	16.1%	16.5%	17.1%	87.4%
Unknown	-	4.7%	6.8%	5.7%	4.6%	3.6%	-
Average Age of all students	N/A	22.9	22.5	22.4	22.2	22.2	-

NOTE: ¹Students with "OTHER" residence, see Glossary.**Figure 7: Total Institutional Enrollment: Percent In-State - 1996, 2002-2006**

Total Enrollment by Career and Race
Fall 1986, 1996, 2002 - 2006

Table 4.1

	FA 1986	FA 1996	FA 2002	FA 2003	FA 2004	FA 2005	FA 2006	10-yr chng
Undergraduate								
Black	246	406	495	507	621	645	721	315
American Indian	7	20	19	20	20	20	26	6
Asian	23	68	127	161	167	167	173	105
Hispanic	22	57	108	124	146	160	175	118
White	3,889	4,709	5,123	4,922	5,019	5,110	5,406	697
Nonresident Alien (NRA)	29	34	49	52	31	34	43	9
Unknown	83	-	285	413	362	301	247	247
Subtotal	4,299	5,294	6,206	6,199	6,366	6,437	6,791	1,497
Total Known Minority	298	551	749	812	954	992	1,095	544
Total Known Minority + NRA	327	585	798	864	985	1,026	1,138	553
% Black	5.8%	7.7%	8.4%	8.8%	10.3%	10.5%	11.0%	77.6%
% Asian	0.5%	1.3%	2.1%	2.8%	2.8%	2.7%	2.6%	154.4%
% Hispanic	0.5%	1.1%	1.8%	2.1%	2.4%	2.6%	2.7%	207.0%
% Known Minority	7.1%	10.4%	12.6%	14.0%	15.9%	16.2%	16.7%	98.7%
% Min + NRA	7.8%	11.1%	13.5%	14.9%	16.4%	16.7%	17.4%	94.5%
Graduate Enrollment								
Black	35	46	63	51	48	58	52	6
American Indian	1	-	-	1	1	-	1	1
Asian	2	5	6	3	3	6	3	(2)
Hispanic	3	2	6	5	8	6	9	7
White	362	587	506	493	471	470	491	(96)
Nonresident Alien	4	13	25	13	12	9	17	4
Unknown	2	-	39	51	33	23	19	19
Subtotal	409	653	645	617	576	572	592	(61)
Total Known Minority	41	53	75	60	60	70	65	12
Total Known Minority + NRA	45	66	100	73	72	79	82	16
% Black	8.6%	7.0%	10.4%	9.0%	8.8%	10.6%	9.1%	13.0%
% Asian	0.5%	0.8%	1.0%	0.5%	0.6%	1.1%	0.5%	-40.0%
% Hispanic	0.7%	0.3%	1.0%	0.9%	1.5%	1.1%	1.6%	350.0%
% Known Minority	10.1%	8.1%	12.4%	10.6%	11.0%	12.8%	11.3%	22.6%
% Minority + NRA	11.1%	10.1%	16.5%	12.9%	13.3%	14.4%	14.3%	24.2%
Total Enrollment								
Black	281	452	558	558	669	703	773	321
American Indian	8	20	19	21	21	20	27	7
Asian	25	73	133	164	170	173	176	103
Hispanic	25	59	114	129	154	166	184	125
White	4,251	5,296	5,629	5,415	5,490	5,580	5,897	601
Nonresident Alien	33	47	74	65	43	43	60	13
Unknown	85	-	324	464	395	324	266	266
Subtotal	4,708	5,947	6,851	6,816	6,942	7,009	7,383	1,436
Total Known Minority	339	604	824	872	1,014	1,062	1,160	556
Total Known Minority + NRA	372	651	898	937	1,057	1,105	1,220	569
% Black	6.1%	7.6%	8.5%	8.8%	10.2%	10.5%	10.9%	71.0%
% Asian	0.5%	1.2%	2.0%	2.6%	2.6%	2.6%	2.5%	141.1%
% Hispanic	0.5%	1.0%	1.7%	2.0%	2.4%	2.5%	2.6%	211.9%
% Known Minority	7.3%	10.2%	12.6%	13.7%	15.5%	15.9%	16.3%	92.1%
% Minority + NRA	8.0%	10.9%	13.8%	14.8%	16.1%	16.5%	17.1%	87.4%

Table 5: Total Institutional Enrollment by Age and Sex: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006
Total Headcount	5,947	6,851	6,816	6,942	7,009	7,383
Total 20 and Younger ¹	1,436	3,169	3,193	3,230	3,322	3,478
Men	564	1,293	1,277	1,340	1,430	1,482
Women	872	1,876	1,916	1,890	1,892	1,996
% 20 and Younger	24.1%	46.3%	46.8%	46.5%	47.4%	47.1%
Total 21-24 Yrs Old ²	3,015	2,486	2,541	2,699	2,724	2,911
Men	1,365	1,176	1,172	1,273	1,224	1,381
Women	1,650	1,310	1,369	1,426	1,500	1,530
% 21-24	50.7%	36.3%	37.3%	38.9%	38.9%	39.4%
Total 25-29 Yrs Old	672	451	473	428	427	435
Men	322	173	195	160	167	176
Women	350	278	278	268	260	259
% 25-29	11.3%	6.6%	6.9%	6.2%	6.1%	5.9%
Total 30-34 Yrs Old	300	243	201	219	178	185
Men	101	77	62	64	57	57
Women	199	166	139	155	121	128
% 30-34	5.0%	3.5%	2.9%	3.2%	2.5%	2.5%
Total 35-39 Yrs Old	199	164	129	120	125	114
Men	51	48	33	26	40	32
Women	148	116	96	94	85	82
% 35-39	3.3%	2.4%	1.9%	1.7%	1.8%	1.5%
Total 40-49 Yrs Old	254	238	191	154	156	182
Men	60	59	50	36	33	41
Women	194	179	141	118	123	141
% 40-49	4.3%	3.5%	2.8%	2.2%	2.2%	2.5%
Total 50-59 Yrs Old	54	76	72	68	63	63
Men	18	23	19	16	15	14
Women	36	53	53	52	48	49
% 50-59	0.9%	1.1%	1.1%	1.0%	0.9%	0.9%
Total 60 and older	17	24	16	24	14	15
Men	8	11	6	10	7	9
Women	9	13	10	14	7	6
% 60 and older	0.3%	0.4%	0.2%	0.3%	0.2%	0.2%
Average Age						
ALL STUDENTS	N/A	22.9	22.5	22.4	22.2	22.2
Men	N/A	22.4	22.0	21.8	21.7	21.7
Women	N/A	23.2	22.8	22.8	22.6	22.6

% 21 & Older

2002	2006
53.7%	52.9%

NOTES: ¹ Prior to 2000, this category only accounted for students less than 20 years old

² Prior to 2000, this category accounted for students between the ages of 20 and 24

Table 6: Total Institutional Enrollment by State: 1996, 2002-2006

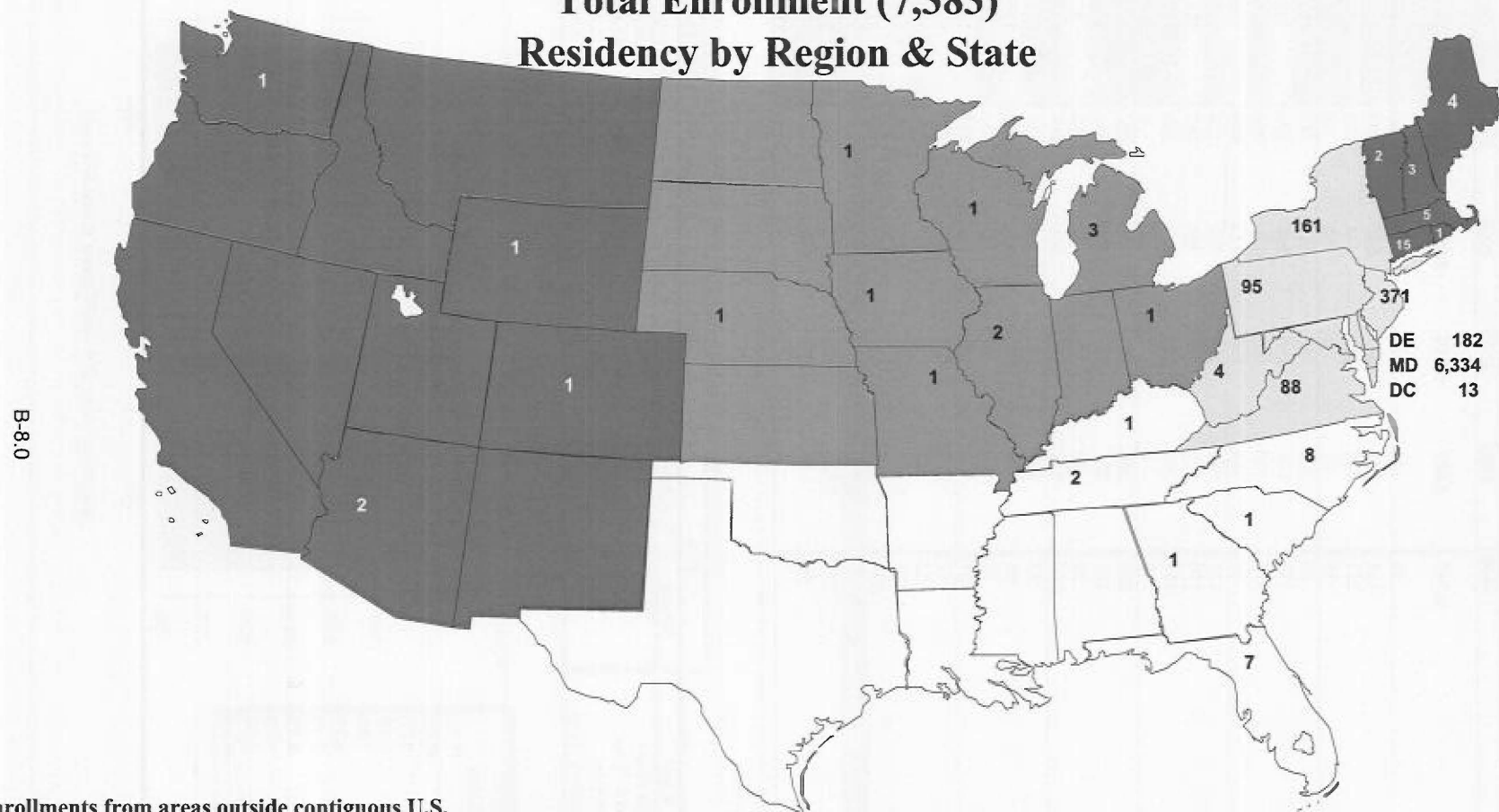
Fall Semesters	1996	2002	2003	2004	2005	2006	% of Total Enrl from Top States	% Change Since 2002	10-yr chng
Total Headcount	5,947	6,699	6,816	6,942	7,009	7,383		10.2%	24.1%
Alabama	1	-	1	1	-	-			
Alaska	-	-	-	-	-	-			
Arizona	1	-	-	-	-	2			
Arkansas	-	1	-	-	-	-			
California	2	3	9	9	5	6			
Colorado	3	1	-	-	2	1			
Connecticut	23	21	13	16	15	15			
Delaware	275	195	187	154	171	182	2.5%	-6.7%	-33.8%
District of Columbia	6	8	9	14	12	13			
Florida	2	7	3	6	6	7			
Georgia	1	1	-	2	-	1			
Hawaii	-	3	-	-	1	-			
Idaho	-	1	-	-	-	-			
Illinois	1	5	2	2	1	2			
Indiana	-	-	-	-	-	-			
Iowa	3	-	1	-	-	1			
Kansas	-	2	-	-	-	-			
Kentucky	1	1	1	-	-	1			
Louisiana	-	-	-	-	-	-			
Maine	1	2	4	6	3	4			
Maryland	4,546	5,460	5,784	5,969	6,036	6,334	85.8%	16.0%	39.3%
Massachusetts	7	7	6	6	5	5			
Michigan	4	3	1	2	3	3			
Minnesota	-	4	3	2	2	1			
Mississippi	1	-	-	-	-	-			
Missouri	1	2	1	1	1	1			
Montana	-	-	1	1	-	-			
Nebraska	-	-	1	1	1	1			
Nevada	-	-	-	-	-	-			
New Hampshire	4	6	3	2	2	3			
New Jersey	425	379	342	337	351	371	5.0%	-2.1%	-12.7%
New Mexico	1	1	-	-	-	-			
New York	287	243	169	153	137	161	2.2%	-33.7%	-43.9%
North Carolina	3	2	3	2	3	8			
North Dakota	2	6	-	-	-	-			
Ohio	4	3	4	3	2	1			
Oklahoma	2	1	-	-	-	-			
Oregon	2	-	-	1	-	-			
Pennsylvania	133	122	98	117	104	95	1.3%	-22.1%	-28.6%
Rhode Island	1	2	-	-	-	1			
South Carolina	2	1	-	1	1	1			
South Dakota	2	2	-	-	-	-			
Tennessee	1	1	-	1	-	2			
Texas	2	2	1	1	1	-			
Utah	-	1	-	-	-	-			
Vermont	-	2	3	3	2	2			
Virginia	140	113	92	78	90	88	1.2%	-22.1%	-37.1%
Washington	-	-	1	-	-	1			
West Virginia	3	4	4	4	3	4			
Wisconsin	-	1	3	2	2	1			
Wyoming	-	-	-	-	1	1			
Puerto Rico	1	-	-	-	-	-			
Virgin Islands	2	-	-	-	-	-			
Foreign Countries/NRA	48	74	65	43	43	60	0.8%	-18.9%	25.0%
Other	2	6	1	2	3	3			

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 8:

FALL 2006 **Total Enrollment (7,383)** **Residency by Region & State**



Enrollments from areas outside contiguous U.S.

Nonresident Aliens: 60
 US citizens with foreign address: 3

Table 7:

Total Institutional Enrollment by County of Residence: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	5,947	6,851	6,816	6,942	7,009	7,383	1,436
Allegany	11	14	11	10	10	12	1
Anne Arundel	424	543	525	575	614	624	200
Baltimore	311	443	456	474	488	523	212
Baltimore City	16	21	30	50	49	50	34
Calvert	69	122	133	167	177	159	90
Caroline	115	121	115	104	134	130	15
Carroll	117	190	195	196	204	251	134
Cecil	93	144	135	133	124	128	35
Charles	105	118	117	132	129	126	21
Dorchester	170	160	163	161	159	155	(15)
Frederick	151	267	269	231	253	257	106
Garrett	6	8	7	8	6	6	-
Harford	220	259	261	303	297	340	120
Howard	150	291	318	335	352	376	226
Kent	28	19	31	37	45	47	19
Montgomery	262	517	555	577	617	636	374
Prince George's	263	277	286	304	334	323	60
Queen Anne's	82	96	125	124	105	113	31
St. Mary's	72	109	87	87	80	98	26
Somerset	137	146	140	138	117	134	(3)
Talbot	117	126	121	119	120	121	4
Washington	53	112	100	127	128	117	64
Wicomico	1,107	1,106	1,162	1,137	1,077	1,135	28
Worcester	467	424	442	440	417	473	6
Total for MD	4,546	5,633	5,784	5,969	6,036	6,334	1,788
Out-of-State	1,351	1,138	966	928	927	986	(365)
Nonresident Alien	48	74	65	43	43	60	12
Other Foreign	2	6	1	2	3	3	1

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Region	1996		2002		2006	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	2,316	38.9%	2,342	34.2%	2,436	33.0%
Western Shore	2,230	37.5%	3,291	48.0%	3,898	52.8%
Out-of-State	1,351	22.7%	1,138	16.6%	986	13.4%
Nonresident Alien	50	0.8%	80	1.2%	63	0.9%

Primary Feeder Counties & Percentages based on MD Total	
Wicomico	17.9%
Montgomery	10.0%
Anne Arundel	9.9%
Baltimore	8.3%
Worcester	7.5%
Howard	5.9%
Harford	5.4%
Prince George's	5.1%
Frederick	4.1%
Carroll	4.0%
TOTAL	78.0%

Figure 9:

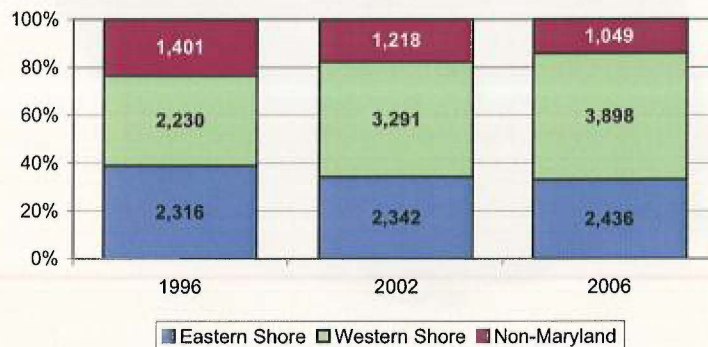
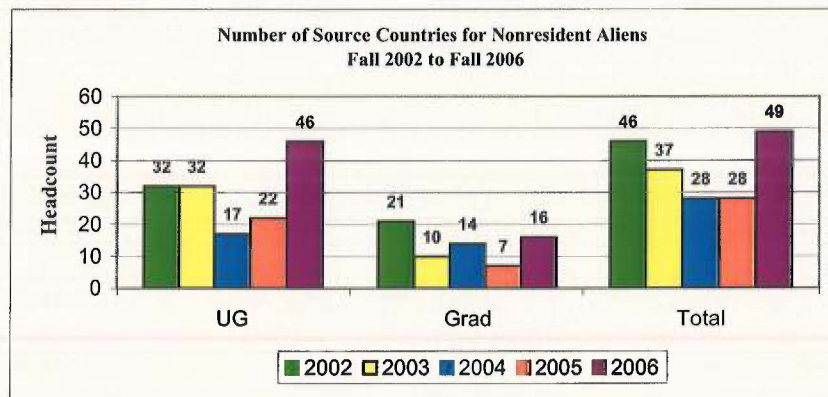
**Institutional Enrollment by County of Residence:
1996, 2002, 2006**

Table 8:

Enrollment by Country of Citizenship Fall 2006

Citizenship	Undergraduate			Graduate			Total Students
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	
Belarus	4	1	5			-	5
Brazil	1		1			-	1
Bulgaria			-	1		1	1
Cameroon	4	1	5			-	5
Canada	4		4		1	1	5
Chile	2		2			-	2
China	4		4			-	4
Colombia		1	1		1	1	2
Costa Rica	1		1			-	1
Egypt	1		1			-	1
France			-	4		4	4
Gambia	2	1	3			-	3
Germany	1		1	2		2	3
Ghana	4	2	6			-	6
Great Britain	1	1	2			-	2
Haiti		1	1			-	1
Hong Kong - SAR	2		2			-	2
India	3	1	4			-	4
Iran	1		1			-	1
Israel	1		1			-	1
Japan	2		2	1		1	3
Latvia	3		3	1		1	4
Lebanon	1		1			-	1
Liberia	1	1	2			-	2
Madagascar	1		1			-	1
Malaysia	1		1			-	1
Mexico	1	1	2			-	2
Moldova	2		2	1		1	3
Nepal	3		3		1	1	4
Netherlands	1		1			-	1
Nigeria	3		3		1	1	4
Other	10	4	14		2	2	16
Pakistan	1		1			-	1
Peru	1		1			-	1
Poland		1	1			-	1
Romania	1	2	3		1	1	4
Russian Federation	4	3	7	1	1	2	9
Sierra Leone	2		2			-	2
Slovakia	1		1			-	1
South Africa	2		2	1		1	3
South Korea	5	1	6			-	6
Sweden	1		1			-	1
Turkey			-	1		1	1
Ukraine	1		1			-	1
Venezuela	2		2			-	2
Vietnam	2		2			-	2
Zambia	1		1			-	1
Zimbabwe	1		1			-	1
Subtotal, Foreign Countries	90	22	112	13	8	21	133
United States	6,027	652	6,679	143	428	571	7,250
Student total, including Other	6,117	674	6,791	156	436	592	7,383
Country total, including US			46			16	49

Figure 10:



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Program Enrollments, Degrees, and Student Credit Hours: Institutional Summaries

<i>Programs/Schools GROWING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2006</i>	<i>Percent Growth</i>
<i>Accounting</i>	5	151	255	69%
<i>Applied Health Physiology (Graduate)</i>	3	17	25	47%
<i>Art (Fine)</i>	5	6	151	2417%
<i>Art & B.F.A.</i>	3	198	228	15%
<i>Athletic Training</i>	5	3	106	3433%
<i>Biology</i>	3	386	463	20%
<i>Early Childhood Education</i>	4	3	135	4400%
<i>Education, Reading Specialist (Graduate)</i>	3	2	23	1050%
<i>English</i>	5	136	183	35%
<i>Exercise Science</i>	4	37	207	459%
<i>Finance</i>	4	14	149	964%
<i>International Studies</i>	4	2	41	1950%
<i>Management</i>	4	3	230	7567%
<i>Marketing</i>	4	9	254	2722%
<i>Psychology</i>	3	289	334	16%
<i>Respiratory Therapy</i>	5	24	70	192%
<i>Fulton School of Liberal Arts</i>	10	1,276	1,950	53%
<i>Henson School of Science & Technology</i>	3	1,258	1,397	11%
<i>Perdue School of Business</i>	3	1,236	1,639	33%
<i>Seidel School of Education</i>	3	1,159	1,250	8%

<i>Programs/Schools DECLINING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2006</i>	<i>Percent Decline</i>
<i>Computer Science</i>	3	142	80	-44%
<i>Elementary Education</i>	6	742	458	-38%
<i>Elementary Education/Early Childhood ¹</i>	6	742	593	-20%
<i>Environmental Health</i>	6	48	16	-67%
<i>Physics</i>	4	81	40	-51%

¹The creation of the Early Childhood Education program in 2002 has had an impact on the numbers of Elementary Education majors. However, when these two programs are combined, the total still reveals a decline from previous years.

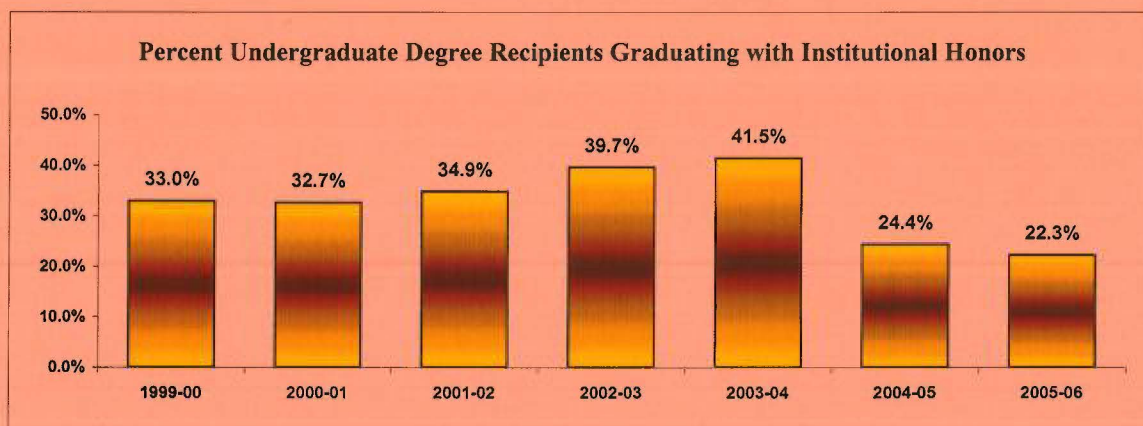


Table 1: Institutional Enrollment by School & Discipline: Fall 1996, Fall 2002 to Fall 2006

School and Degree Program	Fall 1996	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change ¹ 2002 to 2006	1 Year ¹ Change	3-Year Average	10-yr ¹ chnge
UNDERGRADUATE										
Fulton School of Liberal Arts										
Art	95	191	179	179	112	77	-59.7%	-31.3%	123	-18.9%
Art (B.F.A.)	4	9	19	22	93	151	1578%	62.4%	89	3675.0%
Communication Arts	279	483	446	451	441	475	-1.7%	7.7%	456	70.3%
Conflict Resolution	-	18	26	20	33	36	100%	9.1%	30	-
English	137	163	165	168	174	183	12.3%	5.2%	175	33.6%
English for Speakers of Other Languages	-	-	-	-	-	4	-	-	-	-
Environmental Issues	-	-	-	2	9	18	-	-	-	-
French	8	11	6	8	5	4	-	-	-	-
History	169	241	267	240	213	221	-8.3%	3.8%	225	30.8%
Interdisciplinary Studies	-	71	92	84	89	80	12.7%	-10.1%	84	-
International Studies	-	2	17	27	37	41	1950%	10.8%	35	-
Liberal Studies ⁴	121	19	9	2	1	-	-	-	-	-
Music	41	27	23	29	29	37	37.0%	27.6%	32	-9.8%
Philosophy	31	39	39	35	37	47	20.5%	27.0%	40	51.6%
Political Science	91	129	126	126	123	126	-2.3%	2.4%	125	38.5%
Psychology	238	300	289	292	296	334	11.3%	12.8%	307	40.3%
Social Science ⁴	2	-	-	-	-	-	-	-	-	-
Sociology	46	33	46	42	41	51	54.5%	24.4%	45	10.9%
Spanish	14	30	29	41	46	39	30.0%	-15.2%	42	178.6%
Theatre	-	13	22	35	29	26	100%	-10.3%	30	-
Subtotal	1,276	1,779	1,800	1,803	1,808	1,950	9.6%	7.9%	1,854	52.8%
Henson School of Science & Technology										
Biology	610	438	386	391	408	463	5.7%	13.5%	421	-24.1%
Chemistry	46	50	51	70	67	93	86.0%	38.8%	77	102.2%
CLS/Medical Technology	35	24	27	35	39	34	41.7%	-12.8%	36	-2.9%
Computer Science	-	139	142	113	89	80	-42.4%	-10.1%	94	-
Environmental Health	49	37	36	25	17	16	-	-	-	-
Geography	70	63	60	80	75	83	31.7%	10.7%	79	18.6%
Mathematics	118	99	107	113	105	97	-2.0%	-7.6%	105	-17.8%
Nursing	180	305	341	403	428	421	38.0%	-1.6%	417	133.9%
Physical Science ⁴	2	-	-	-	-	-	-	-	-	-
Physics	41	81	76	70	62	40	-50.6%	-35.5%	57	-2.4%
Respiratory Therapy	71	28	32	43	54	70	150%	29.6%	56	-1.4%
Subtotal	1,222	1,264	1,258	1,343	1,344	1,397	10.5%	3.9%	1,361	14.3%
Perdue School of Business										
Accounting	258	172	196	202	220	255	48.3%	15.9%	226	-1.2%
Business Administration	639	898	675	527	587	636	-29.2%	8.3%	583	-0.5%
Economics	24	13	13	25	23	32	146%	39.1%	27	33.3%
Finance	-	14	71	111	138	149	964%	8.0%	133	-
Information Systems	80	159	119	97	80	83	-47.8%	3.8%	87	3.8%
Management	-	3	64	155	195	230	7567%	17.9%	193	-
Marketing	-	9	98	164	191	254	2722%	33.0%	203	-
Subtotal	1,001	1,268	1,236	1,281	1,434	1,639	29.3%	14.3%	1,451	63.7%
Seidel School of Education & Professional Studies										
Athletic Training	-	67	71	80	85	106	58.2%	24.7%	90	-
Early Childhood Education	-	3	41	90	117	135	4400%	15.4%	114	-
Elementary Education	631	710	623	538	502	458	-35.5%	-8.8%	499	-27.4%
Exercise Science	-	37	85	98	149	207	459%	38.9%	151	-
Health Education	-	9	17	20	24	17	88.9%	-29.2%	20	-
Physical Education	258	232	181	182	163	167	-28.0%	2.5%	171	-35.3%
Social Work	188	154	141	170	160	160	3.9%	0.0%	163	-14.9%
Subtotal	1,077	1,212	1,159	1,178	1,200	1,250	3.1%	4.2%	1,209	16.1%
Undeclared ²	273	313	421	417	355	283	-9.6%	-20.3%	352	3.7%
Non-Degree seeking ³	445	370	325	344	296	272	-26.5%	-8.1%	304	-38.9%
TOTAL Undergraduate	5,294	6,206	6,199	6,366	6,437	6,791	9.4%	5.5%	6,531	28.3%
GRADUATE										
Applied Health Physiology	-	18	17	18	24	25	38.9%	4.2%	22	-
Business Administration	95	109	91	79	72	86	-21.1%	19.4%	79	-9.5%
Education	196	125	118	91	108	96	-23.2%	-11.1%	98	-51.0%
Education, MS in Math	-	-	4	10	12	12	-	-	-	-
Education, MA in Teaching	-	8	8	12	15	5	-	-	-	-
Education, Reading Specialist	-	-	2	10	21	23	-	-	-	-
Education, School Admin	21	21	27	19	23	32	52.4%	39.1%	25	52.4%
English	30	35	25	25	25	31	-11.4%	24.0%	27	3.3%
History	3	19	18	18	19	16	-	-	-	-
Nursing	58	29	19	27	20	17	-41.4%	-15.0%	21	-70.7%
Psychology ⁴	25	-	-	-	-	-	-	-	-	-
Social Work	-	70	78	91	93	91	30.0%	-2.2%	92	-
Undeclared	-	-	-	1	-	-	-	-	-	-
Non-degree, Post-Masters Certificate (FMNP)	-	-	-	-	-	2	-	-	-	-
Other Non-degree seeking	225	211	210	175	140	156	-26.1%	11.4%	157	-30.7%
TOTAL Graduate	653	645	617	578	572	592	-8.2%	3.5%	580	-9.3%

¹ Percent change is not provided for programs with an average of 20 students or less.

² Degree Seeking students, major undeclared.

³ Non-degree seeking students.

⁴ Program Discontinued

Table 1.1: Salisbury University Study Abroad Statistics 2001-02 through 2005-06

Enrollment by Internal/External Programs

	2001-02	2002-03	2003-04	2004-05	2005-06	3-yr average	2005-06 % distribution
SU Programs	65	83	99	118	164	127	79.2%
Non-SU Programs	33	43	32	36	43	37	20.8%
Total	98	126	131	154	207	164	100.0%

Enrollment by Sessions

	2001-02	2002-03	2003-04	2004-05	2005-06	3-yr average	2005-06 % distribution
Full Year	2	4	1	1	2	1	1.0%
One Semester	27	40	26	29	41	32	19.8%
Summer	36	25	51	56	93	67	44.9%
Winter Session	33	57	53	68	71	64	34.3%
Total	98	126	131	154	207	164	100.0%

Enrollment by Study Abroad Location

	2001-02	2002-03	2003-04	2004-05	2005-06	5-yr total	2005-06 % distribution
Australia	8	15	7	11	8	49	6.8%
Bolivia	-	-	-	-	1	1	0.1%
Chile	15	-	-	-	-	15	2.1%
China	-	-	-	6	21	27	3.8%
Costa Rica	-	-	-	-	3	3	0.4%
Czech Republic	-	-	1	-	-	1	0.1%
Dominica	-	-	-	-	1	1	0.1%
Ecuador	5	20	25	24	29	103	14.4%
Eng/France SU	-	-	-	19	-	19	2.7%
England	4	34	5	4	9	56	7.8%
France	3	4	21	3	29	60	8.4%
Germany	8	2	11	33	16	70	9.8%
Greece	-	-	-	1	-	1	0.1%
Honduras	12	12	12	12	12	60	8.4%
Hungary/CzRep/Austria	-	-	-	-	8	8	1.1%
India	-	-	-	1	-	1	0.1%
Ireland	9	4	5	2	4	24	3.4%
Italy	3	4	6	5	4	22	3.1%
Netherlands	-	-	-	-	1	1	0.1%
New Zealand	8	12	10	10	9	49	6.8%
NZ/Aust SU	-	-	-	-	16	16	2.2%
Puerto Rico	-	-	-	-	6	6	0.8%
Scotland	-	1	-	-	-	1	0.1%
Semester at Sea	3	1	-	1	1	6	0.8%
Semester in the Andes	-	-	-	1	7	8	1.1%
South Africa	-	-	1	-	1	2	0.3%
Spain	20	17	27	21	18	103	14.4%
Switzerland	-	-	-	-	1	1	0.1%
Thailand	-	-	-	-	2	2	0.3%
Total	98	126	131	154	207	716	100.0%

Enrollment by School (based on primary academic program)

	2001-02	2002-03	2003-04	2004-05	2005-06	3-yr average	2005-06 % distribution
Fulton	49	53	76	58	91	75	44.0%
Henson	15	16	17	16	27	20	13.0%
Perdue	21	38	21	44	41	35	19.8%
Seidel	13	19	17	36	48	34	23.2%
Total	98	126	131	154	207	164	100.0%

Table 2:

Enrollment, Student Credit Hours, and FTES
Winter Terms and Summer Sessions: 1990 to 2006

	Students			Student Credit Hours			FTES ^{1,2}		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
Winter Terms									
Winter 1990	1,165	73	1,238	4,544	226	4,770	303	19	322
Winter 1991	1,321	49	1,370	5,251	160	5,411	350	13	363
Winter 1992	1,346	71	1,417	5,130	196	5,326	342	16	358
Winter 1993	1,392	43	1,435	5,330	141	5,471	355	12	367
Winter 1994	1,370	56	1,426	5,198	120	5,318	347	10	357
Winter 1995	1,214	67	1,281	4,570	148	4,718	305	12	317
Winter 1996	1,104	62	1,166	4,129	158	4,287	275	13	288
Winter 1997	996	67	1,063	3,635	195	3,830	242	16	258
Winter 1998	1,063	53	1,116	3,844	126	3,970	256	11	267
Winter 1999	956	46	1,002	3,425	128	3,553	228	11	239
Winter 2000	849	25	874	2,919	70	2,989	195	6	200
Winter 2001	934	53	987	3,310	138	3,448	221	12	232
Winter 2002	1,035	34	1,069	3,745	105	3,850	250	9	258
Winter 2003	1,097	65	1,162	3,995	192	4,187	266	16	282
Winter 2004	1,104	74	1,178	4,137	181	4,318	276	15	291
Winter 2005	1,212	67	1,279	4,424	246	4,670	295	21	315
Winter 2006	1,252	59	1,311	4,388	177	4,565	293	15	307
Summer Sessions									
Summer 1990	864	363	1,227	3,488	1,560	5,048	233	130	363
Summer 1991	888	315	1,203	3,681	1,242	4,923	245	104	349
Summer 1992	859	326	1,185	3,557	1,191	4,748	237	99	336
Summer 1993	804	317	1,121	3,281	1,211	4,492	219	101	320
Summer 1994	783	289	1,072	3,215	1,026	4,241	214	86	300
Summer 1995	837	340	1,177	3,462	1,247	4,709	231	104	335
Summer 1996	776	332	1,108	3,272	1,212	4,484	218	101	319
Summer 1997	859	380	1,239	3,474	1,588	5,062	232	132	364
Summer 1998	826	377	1,203	3,760	1,407	5,167	251	117	368
Summer 1999	820	293	1,113	3,761	1,089	4,850	250	91	341
Summer 2000	768	317	1,085	3,110	1,170	4,280	207	98	305
Summer 2001	744	347	1,091	3,108	1,528	4,636	207	127	334
Summer 2002	885	360	1,245	3,682	1,530	5,212	245	128	373
Summer 2003	938	380	1,318	3,950	1,757	5,707	263	146	409
Summer 2004	999	389	1,388	4,559	1,765	6,324	304	147	451
Summer 2005	1,131	341	1,472	4,850	1,472	6,322	323	123	446
Summer 2006	1,197	314	1,511	5,292	1,383	6,675	353	115	468

¹UG FTES = (UG Student Credit Hours)/15 ; Grad FTES = (Grad Student Credit Hours)/12

²FTES for Winter/Summer terms is used solely to provide a comparison with fall/spring.

Note: Winter & Summer students/SCHs are not included in annual totals

Figure 1:

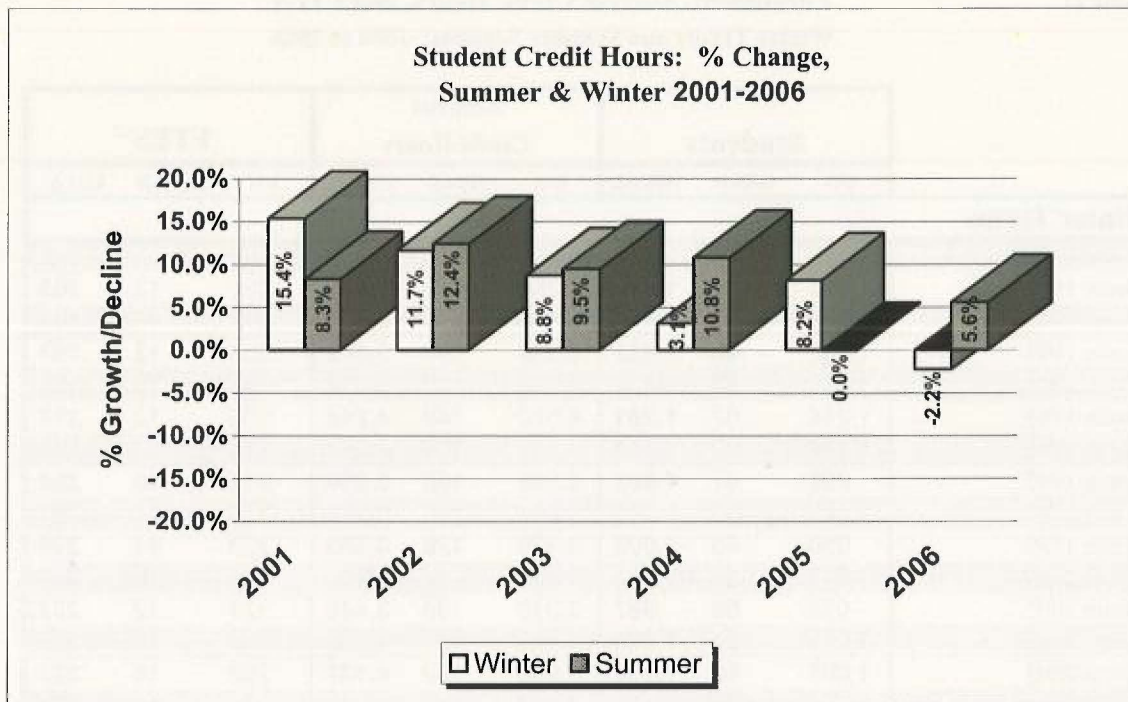


Figure 2:

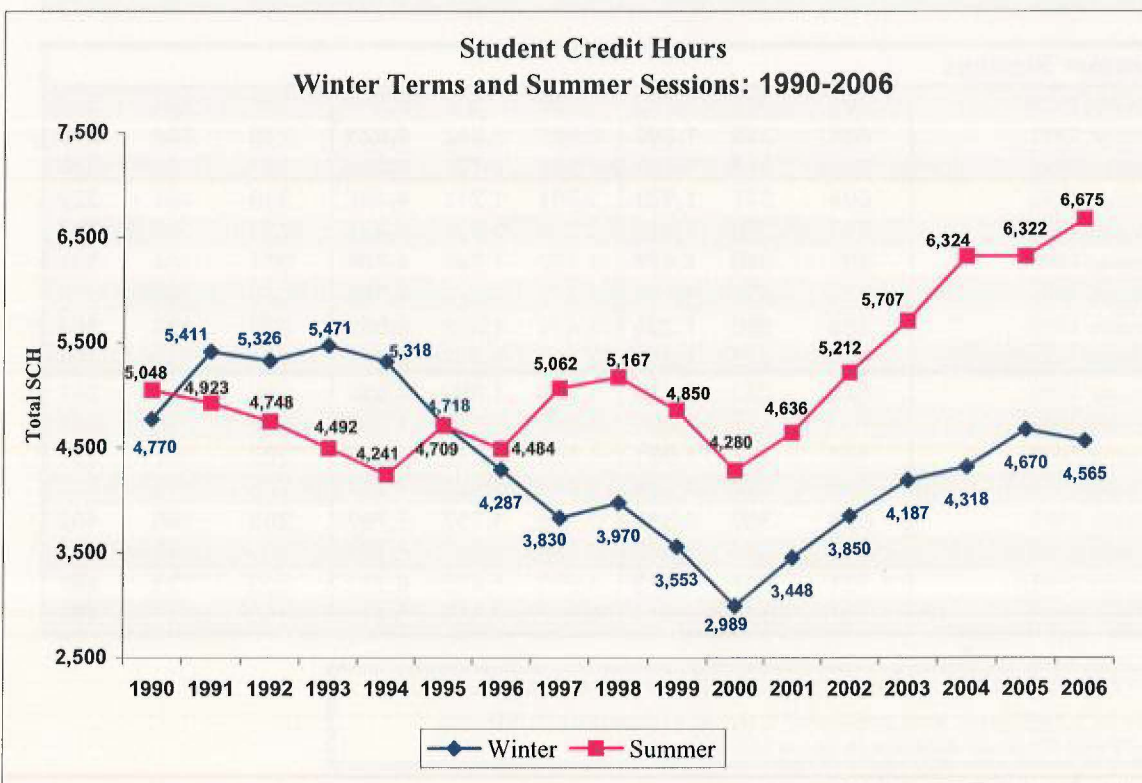


Table 1: Number of Minors by School and Program: 2005-06 Degree Recipients

Major		Minor																															Total Minors																	
		No Minor	ACCT	ANTH	ART	BIOL	BICH	BPRW	BUAD	CADR	CHEM	CMAT	COSC	CRAR	DANC	ECON	ENGL	ENVI	ENVS	ERTH	ESOL	ETHN	FASC	FINA	FREN	GEND	GERM	GERO	HIST	INFO	INTL	MATH		MKTG	MUSC	PHIL	PLNS	POSC	PSYC	RELS	SOCI	SOST	SPAN	STAT	THEA	WMST				
Fulton School of Liberal Arts																																																		
Art	27						2																																										5	
Art (B.F.A.)	22																										1		1						2		1												3	
Communication Arts	9	1		7				5	6				3	2		17			1		1		2						11		1	1	43				1	15		2		3		11					133	
Conflict Analysis	6																																				2											6		
English	21										2		1				1										1																					17		
Environmental Issues	-																																																	-
French	1																																																	1
History	38		1	1							1						1			1		1																											17	
Interdisciplinary Studies	53										1																																						5	
International Studies	1						1				1																																						5	
Liberal Studies	1																																																	-
Music	6																																																	-
Philosophy	9			2							1																																						9	
Political Science	13							1					2			1																																	17	
Psychology	55			1	1			1	2	1							1	1																																16
Sociology	3																																																	4
Spanish	9							1			1						1	1			1																												7	
Theatre	1																																																	6
Subtotal	275	1	1	11	1	-	6	11	2	3	7	-	4	4	1	21	6	-	2	1	2	-	2	-	1	2	-	29	-	1	2	54	2	7	-	10	25	-	7	5	8	1	11	1				252		
Henson School of Science & Technology																																																		
Biology	49										17																																						33	
Chemistry	7																																																	1
CLS/Medical Technology	5										1																																						1	
Computer Science	-																																																	18
Environmental Health	3																																																	4
Geography	16																																																	4
Math	12																																																	10
Nursing	68																																																	16
Physics	5																																																	7
Respiratory Therapy	14																																																	1
Subtotal	179	-	-	-	4	-	-	2	-	18	-	4	-	1	-	1	1	-	-	-	-	-	1	-	-	-	-	2	-	-	27	1	-	-	-	-	25	-	-	-	6	2	-	-	-	-	95			
Perdue School of Business																																																		
Accounting	32																																																	8
Business Administration	12	1																																																4
Economics	7																																																	1
Finance	41	9																																																18
Information Systems	24																																																	1
Management	84	1		1																																													7	
Marketing	33																																																	21
Subtotal	233	11	-	6	-	-	-	-	2	-	8	-	-	-	-	2	1	-	-	-	-	-	-	8	-	-	1	-	3	7	-	2	1	-	-	-	5	-	1	-	2	-	-	-	-	-	60			
Seidel School of Professional Studies																																																		
Athletic Training	8																																																	1
Early Childhood	12																																																	10
Elementary Ed	8																																																	121
Exercise Science	41																																																	2
Health	4																																																	-
Physical Education	38																																																	3
Social Work	44																																																	

Table 2:

Degrees Awarded by Program and Race: Academic Year 2005-06

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	Nonresident Alien	Unknown	Total
Accounting	2	-	1	-	33	2	2	40
Art	3	-	1	2	26	-	-	32
Art (B.F.A)	1	-	1	2	19	-	2	25
Athletic Training	2	-	1	-	6	-	-	9
Biology	6	2	7	1	64	-	2	82
Business Administration	3	-	1	-	8	2	2	16
Chemistry	-	-	1	-	7	-	-	8
CLS/Medical Technology	-	-	1	-	4	-	1	6
Communication Arts	11	-	2	9	112	1	7	142
Computer Science	1	-	1	1	13	-	2	18
Conflict Analysis/Dispute Res	2	-	1	-	9	-	-	12
Early Childhood Education	1	-	-	-	21	-	-	22
Economics	1	-	-	-	7	-	-	8
Elementary Education	3	-	-	2	122	-	2	129
English	2	-	-	-	32	-	4	38
Environmental Health	-	-	1	-	6	-	-	7
Environmental Issues	-	-	-	-	1	-	-	1
Exercise Science	3	-	2	1	37	-	-	43
Finance	3	-	-	-	55	1	-	59
French	-	-	-	-	2	-	-	2
Geography	-	-	-	-	19	-	1	20
Health Education	-	-	-	-	4	-	-	4
History	-	-	-	2	51	-	2	55
Information Systems	6	-	-	-	19	-	-	25
Interdisciplinary Studies	11	-	3	1	39	1	3	58
International Studies	1	-	-	-	3	-	2	6
Liberal Studies	-	-	-	-	1	-	-	1
Management	-	-	2	1	86	-	2	91
Marketing	-	-	2	-	50	-	2	54
Mathematics	1	-	-	1	19	-	1	22
Music	-	-	1	-	5	-	-	6
Nursing	6	-	2	1	68	2	5	84
Philosophy	-	-	-	-	16	-	2	18
Physical Education	-	-	1	-	37	-	3	41
Physics	-	-	-	3	8	-	1	12
Political Science	2	-	-	-	24	-	4	30
Psychology	5	-	-	1	62	-	3	71
Respiratory Therapy	4	1	1	-	8	-	1	15
Social Work	17	-	-	1	40	-	1	59
Sociology	-	-	-	1	6	-	-	7
Spanish	-	-	-	3	10	-	3	16
Theatre	1	-	-	-	5	-	1	7
TOTAL	98	3	33	33	1,164	9	61	1,401
Masters								
Applied Health Physiology	1	-	-	-	10	-	1	12
Business Administration	3	1	-	1	22	9	3	39
Education	4	-	1	-	43	-	-	48
Education, Math	1	-	-	-	6	-	-	7
Education, Reading Specialist	1	-	-	-	2	-	-	3
Education, School Admin	-	-	-	1	5	-	-	6
Education, Teaching, M.A.	1	-	1	-	11	-	2	15
English	5	-	-	1	13	-	1	20
History	-	-	-	-	6	-	1	7
Nursing	-	-	-	-	6	-	1	7
Social Work	5	-	1	-	37	-	2	45
TOTAL	21	1	3	3	161	9	11	209
GRAND TOTAL	119	4	36	36	1,325	18	72	1,610

Table 3:

Degrees Awarded Alphabetically by Program: 1995-96, AY 2001-02 to 2005-06

Baccalaureate	95-96	01-02	02-03	03-04	04-05	05-06	% Change AY 02 to AY 06 ¹	% Change AY 05 to AY 06	3 Year Average ²	10-yr chng
Accounting	49	30	25	32	34	40	33.3%	17.6%	35	-18.4%
Art	18	31	37	41	27	32	3.2%	18.5%	33	77.8%
Art (B.F.A.)	3	2	11	15	17	25	-	-	-	-
Athletic Training	-	8	9	3	7	9	0.0%	-	-	-
Biology	82	90	104	71	82	82	-8.9%	-	78	-
Business Administration	114	171	168	100	29	16	-90.6%	-	48	-86.0%
Chemistry	4	12	10	7	12	8	-	-	-	-
CLS/Medical Technology	15	10	7	7	8	6	-	-	-	-
Communication Arts	97	129	143	135	131	142	10.1%	8.4%	136	46.4%
Computer Science	-	11	6	15	15	18	-	-	-	-
Conflict Analysis/Dispute Resolution	-	4	3	11	15	12	-	-	-	-
Early Childhood Education	-	-	-	-	12	22	-	-	-	-
Economics	14	2	2	3	8	8	-	-	-	-
Elementary Education	161	169	194	145	108	129	-23.7%	19.4%	127	-19.9%
English	42	31	38	46	45	38	22.6%	-15.6%	43	-9.5%
Environmental Health	8	12	10	8	10	7	-	-	-	-
Environmental Issues	-	-	-	-	-	1	-	-	-	-
Exercise Science	-	-	19	18	33	43	-	30.3%	31	-
Finance	-	-	23	28	42	59	-	40.5%	43	-
French	2	3	5	1	5	2	-	-	-	-
Geography	31	22	28	13	32	20	-	-37.5%	22	-35.5%
Health Education	-	-	-	1	7	4	-	-	-	-
History	47	45	52	85	72	55	22.2%	-23.6%	71	17.0%
Information Systems	16	69	65	36	38	25	-63.8%	-34.2%	33	56.3%
Interdisciplinary Studies	-	26	53	63	55	58	123.1%	5.5%	59	0.0%
International Studies	-	-	-	-	1	6	-	-	-	-
Leisure Studies ⁴	4	-	-	-	-	-	-	-	-	-
Liberal Studies ⁴	83	52	12	2	-	1	-	-	-	-
Management	-	-	1	20	54	91	-	68.5%	55	-
Marketing	-	-	11	37	61	54	-	-11.5%	51	-
Mathematics	21	12	22	24	22	22	83.3%	-	23	4.8%
Music	7	8	9	2	5	6	-	-	-	-
Nursing	76	54	56	80	78	84	55.6%	7.7%	81	10.5%
Philosophy	7	22	16	17	4	18	-	-	-	0.0%
Physical Education	48	63	37	38	34	41	-34.9%	20.6%	38	-14.6%
Physical Science ⁴	2	-	-	-	-	-	-	-	-	-
Physics	5	8	13	8	4	12	-	-	-	-
Political Science	27	25	25	25	31	30	20.0%	-3.2%	29	11.1%
Psychology	74	79	58	84	78	71	-10.1%	-9.0%	78	-4.1%
Respiratory Therapy	21	11	7	11	10	15	-	-	-	-
Social Science ⁴	4	-	-	-	-	-	-	-	-	-
Social Work	62	46	59	55	61	59	28.3%	-3.3%	58	-4.8%
Sociology	16	12	7	5	10	7	-	-	-	-
Spanish	-	12	13	8	11	16	-	-	-	-
Theatre	-	2	6	1	5	7	-	-	-	-
TOTAL	1,160	1,283	1,364	1,301	1,313	1,401	9.2%	6.7%	1,338	20.8%
Masters										
Applied Health Physiology	-	7	5	9	4	12	-	-	-	-
Business Administration	32	39	46	51	37	39	-	5.4%	42	21.9%
Education	87	49	70	52	51	48	-2.0%	-5.9%	50	-44.8%
Education, Math	-	-	1	3	7	7	-	-	-	-
Education, Reading Specialist	-	-	-	1	-	3	-	-	-	-
Education, School Admin.	0	15	11	16	9	6	-	-	-	-
Education, Teaching, M.A.	-	13	13	15	11	15	-	-	-	-
English	7	23	17	22	27	20	-13.0%	-	23	185.7%
History	6	4	6	3	6	7	-	-	-	-
Nursing	5	5	6	6	7	7	-	-	-	-
Psychology ⁴	3	5	2	1	-	-	-	-	-	-
Social Work	-	-	19	29	31	45	-	-	35	-
TOTAL	140	160	196	208	190	209	30.6%	10.0%	202	49.3%
GRAND TOTAL	1,300	1,443	1,560	1,509	1,503	1,610	11.6%	7.1%	1,541	23.8%

Highlighted Program: Degrees Awarded 2005-06

Top Programs

Communication Arts
Elementary Education
Management
Nursing
Biology
Psychology

Lowest Programs

Environmental Issues
Liberal Studies
French
Health Education

Low Productivity Programs:

French

NOTES: ¹Percent change is omitted for programs that have awarded an average of 20 degrees or less.

²For newer programs that are just beginning to award degrees, the average has been calculated beginning with the first year degrees were awarded and using the number of years since that first year.

³Rules for Low Productivity: (1) New programs exempt for 5 years, (2) Must graduate 5 students in the most recent year

⁴OR 15 students in the last 3 years.

⁵Program Discontinued

Table 4: Degrees Awarded by Academic Years: 1995-96, AY 2001-02 through 2005-06

	1995-96	2001-02	2002-03	2003-04	2004-05	2005-06	10-yr chng
Grand Total Degrees	1,300	1,443	1,560	1,509	1,503	1,610	23.8%
Total Bachelors	1,160	1,283	1,364	1,301	1,313	1,401	20.8%
Bachelor of Arts	378	441	434	501	471	480	27.0%
Bachelor of Science	717	794	859	730	764	837	16.7%
Bachelor of Arts in Social Work	62	46	60	55	61	59	-4.8%
Bachelor of Fine Arts	3	2	11	15	17	25	733.3%
Total Masters	140	160	196	208	190	209	49.3%
Master of Arts	16	32	25	26	33	27	68.8%
Master of Business Administration	32	39	46	51	37	39	21.9%
Master of Education	87	64	81	69	67	57	-34.5%
Master of Arts in Teaching		13	13	15	11	15	-
Master of Science	5	12	12	18	11	26	420.0%
Master of Social Work		-	19	29	31	45	-

Figure 1: Degrees Awarded by Academic Year: 1995-96, AY 2001-02 through AY 2005-06

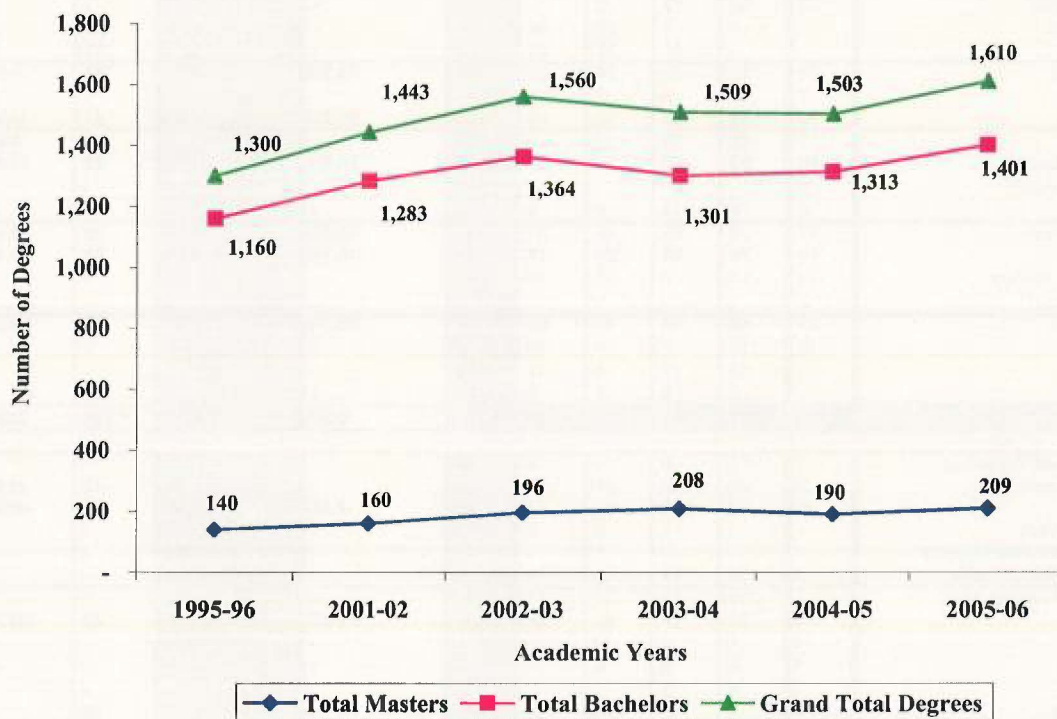


Table 5: Degrees Awarded by Race: 1995-96, 2001-02 through 2005-06

Fiscal Year	1995-96	2001-02	2002-03	2003-04	2004-05	2005-06	10-yr chng
Total Bachelor's	1,252	1,283	1,364	1,301	1,313	1,401	149
African-American	56	73	59	62	75	98	42
American Indian	5	3	3	5	5	3	(2)
Asian/Pacific Islander	19	23	16	19	19	33	14
Hispanic	12	10	14	16	22	33	21
Subtotal: Known Minority	92	109	92	102	121	167	75
White	1,062	1,086	1,196	1,136	1,103	1,164	102
Nonresident Alien	6	10	11	11	22	9	3
Unknown	-	78	65	52	67	61	61
% Known Minority	7.3%	9.0%	7.1%	8.2%	9.7%	12.5%	81.5%
% Minority + Nonresident Alien	7.8%	9.9%	7.9%	9.0%	11.5%	13.1%	79.6%
% Unknown	-	6.1%	4.8%	4.0%	5.1%	4.4%	-
Total Masters	151	160	196	208	190	209	58
African-American	11	12	11	16	18	21	10
American Indian	-	-	-	1	1	1	1
Asian/Pacific Islander	-	2	2	2	-	3	3
Hispanic	-	3	-	2	-	3	3
Subtotal: Known Minority	11	17	13	21	19	28	17
White	127	124	162	164	151	161	34
Nonresident Alien	2	13	12	10	7	9	7
Unknown	-	6	9	13	13	11	11
% Known Minority	7.3%	12.1%	7.4%	11.4%	11.2%	14.8%	154.5%
% Minority + Nonresident Alien	8.6%	19.5%	13.4%	15.9%	14.7%	18.7%	184.6%
% Unknown	-	3.8%	4.6%	6.3%	6.8%	5.3%	-

Figure 2:

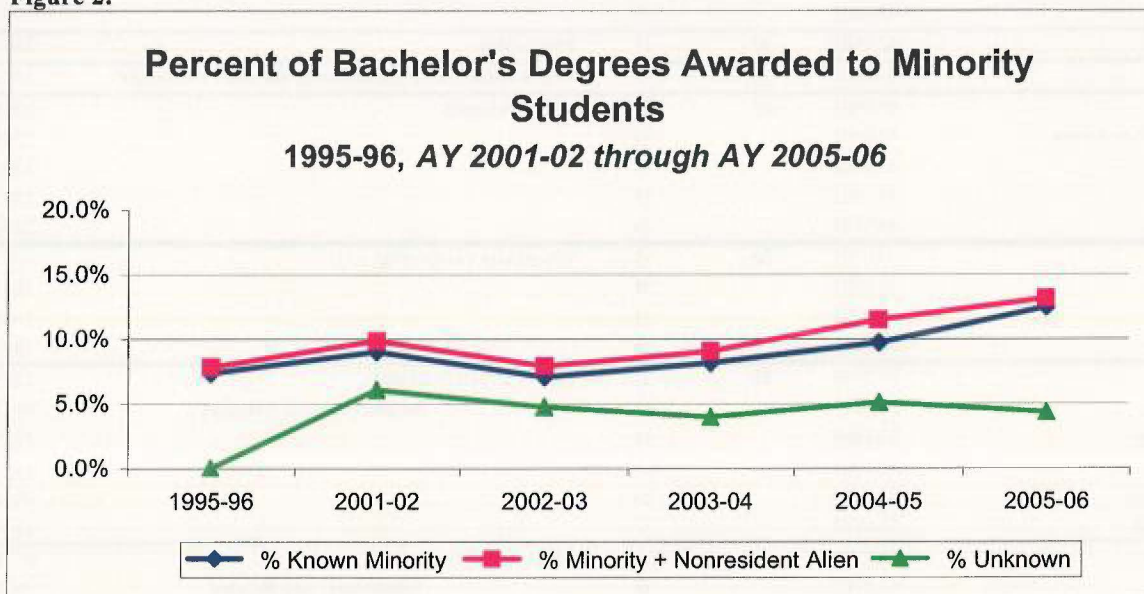


Table 1:

SU Academic Program Inventory: Sorted by CIP Code

Academic Program	CIP	CIP Groups	Degree Level*	Group Title	HEGIS
Environmental Issues	03.0104	03	B	Natural Resources and Conservation	4901.10
Communication Arts	09.0101	09	B	Communication, Journalism, & Related Programs	0601.00
Computer Science	11.0101	11	B	Computer and Information	0701.00
Information Systems	11.0401		B	Systems and Support Services	0702.00
Education	13.0101	13	M	Education	0801.00
Teaching & Learning with Technology	13.0101		C		0801.00
Public School Administration	13.0401		M		0827.00
Elementary Education	13.1202		B		0802.00
Teaching (MAT)	13.1205		M		0803.12
Early Childhood Education	13.1210		B		0823.00
Health Education	13.1307		B		0837.00
Math Education	13.1311		M		0833.00
Math for Middle School Teachers	13.1311		C		1799.05
Physical Education	13.1314		B		0835.01
Reading Specialist	13.1315		M		0830.00
English for Speakers of Other Languages	13.1401		B		0801.16
Teaching English to Speaker of Other Lang.	13.1401		C		0801.16
French	16.0901	16	B	Foreign Languages,	1102.00
Spanish	16.0905		B	Literatures, and Linguistics	1105.00
English	23.0101	23	B,M	English Language and Literature/Letters	1501.00
Interdisciplinary Studies	24.0101	24	B	Liberal Arts and Sciences, General Studies and Humanities	4901.02
Biology	26.0101	26	B	Biological and Biomedical Sciences	0401.00
Environmental Health	26.1301		B		0420.01
Mathematics	27.0101	27	B	Mathematics and Statistics	1701.00
Conflict Resolution	30.0501	30	B,M	Multi/Interdisciplinary Studies	4999.25
International Studies	30.2001		B		4999.01
Exercise Science	31.0505	31	B	Parks, Recreation, Leisure, & Fitness Studies	0835.02
Philosophy	38.0101	38	B	Philosophy and Religious Studies	1509.01
Chemistry	40.0501	40	B	Physical Sciences	1905.00
Physics	40.0801		B		1902.00
Psychology	42.0101	42	B	Psychology	2001.01
Social Work	44.0701	44	B,M	Public Administration & Social Service Professions	2104.00
Economics	45.0601	45	B	Social Sciences	2204.00
Geographic Info Sys & Pub Admin	45.0701		M		2206.04
Geography	45.0701		B		2206.00
Political Science	45.1001		B		2207.00
Sociology	45.1101		B		2208.01
Theatre	50.0501	50	B	Visual and Performing Arts	1007.00
Art	50.0701		B		1001.00
Art (B.F.A.)	50.0702		B		1002.01
Music	50.0901		B		1005.00
Respiratory Therapy	51.0908	51	B	Health Professions and	1299.07
Athletic Training	51.0913		B	Related Clinical Sciences	0835.05
CLS/Medical Technology	51.1005		B		1223.01
Nursing	51.1601		B,M		1203.00
Applied Health Physiology	51.9999		M		0835.01
Health Care Management	51.9999		C		1201.01
Business Administration	52.0201	52	B,M	Business, Management,	0506.01
Management	52.0201		B	Marketing, and Related	0506.02
Accounting	52.0301		B	Support Services	0502.00
Finance	52.0801		B		0504.00
Marketing	52.1401		B		0509.00
History	54.0101	54	B,M	History	2205.00

*B=Bachelors, M=Masters, C=Post Baccalaureate Certificate

Baccalaureate Programs = 42

Master's Programs = 13

Certificate Programs = 4

Table 2: TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2006

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	2,415	1,068	3,483	114	3,597
45.0201	Anthropology	477	24	501	-	501
51.9999	Applied Health Physiology	-	6	6	135	141
50.0701	Art	2,574	1,199	3,773	-	3,773
51.0913	Athletic Training	132	170	302	-	302
26.0101	Biology	5,756	1,435	7,191	67	7,258
52.0201	Business Administration	285	132	417	-	417
40.0501	Chemistry	2,722	341	3,063	4	3,067
51.1005	CLS/Medical Technology	19	256	275	-	275
09.0101	Communication Arts	3,153	1,471	4,624	-	4,624
11.0101	Computer Science	547	230	777	-	777
30.0501	Conflict Analysis & Dispute Re.	597	229	826	-	826
50.0301	Dance	313	58	371	-	371
45.0601	Economics	1,707	288	1,995	78	2,073
13.0401	Education Administration	-	-	-	156	156
13.1210	Education, Early Childhood	117	327	444	-	444
13.1202	Education, Elementary	-	2,040	2,040	3	2,043
13.0101	Education, General	549	1,179	1,728	702	2,430
13.1205	Education, Master of Arts in Teaching	-	-	-	42	42
13.1315	Education, Reading	-	-	-	192	192
13.1205	Education, Secondary	-	363	363	-	363
23.0101	English	5,040	2,703	7,743	201	7,944
26.1301	Environmental Health	114	125	239	-	239
03.0104	Environmental Issues	-	12	12	-	12
31.0505	Exercise Science	189	570	759	-	759
52.0801	Finance	168	1,470	1,638	15	1,653
16.0901	French	183	66	249	-	249
24.0101	General Studies	34	104	138	12	150
45.0701	Geography	2,970	604	3,574	-	3,574
40.0601	Geology	408	-	408	-	408
16.0501	German	93	30	123	-	123
13.1307	Health	453	498	951	-	951
54.0101	History	6,507	1,425	7,932	118	8,050
	Honors	372	60	432	-	432
11.0401	Information Systems	1,643	895	2,538	93	2,631
24.0101	Interdisciplinary Studies	333	-	333	-	333
16.0903	Latin	-	-	-	-	-
52.0201	Management	-	2,298	2,298	213	2,511
52.1401	Marketing	-	1,911	1,911	129	2,040
27.0101	Mathematics	5,504	582	6,086	84	6,170
	Military Science	-	-	-	-	-
16.0101	Modern Languages	129	-	129	-	129
50.0901	Music	1,091	156	1,247	-	1,247
50.0903	Music-Applied	217	88	305	4	309
51.1601	Nursing	-	2,002	2,002	96	2,098
38.0101	Philosophy	1,203	525	1,728	-	1,728
13.1314	Physical Education	3,166	862	4,028	4	4,032
13.1314	Physical Education, Teacher Education	-	482	482	-	482
40.0801	Physics	1,268	170	1,438	-	1,438
45.1001	Political Science	1,533	575	2,108	-	2,108
14.9999	Pre-engineering	21	-	21	-	21
42.0101	Psychology	2,004	3,732	5,736	-	5,736
51.0908	Respiratory Therapy	72	827	899	-	899
16.0402	Russian	45	-	45	-	45
13.1316	Science Education	-	-	-	-	-
45.0101	Social Science	-	3	3	-	3
44.0701	Social Work	165	1,427	1,592	1,051	2,643
45.1101	Sociology	1,218	591	1,809	-	1,809
16.0905	Spanish	711	609	1,320	-	1,320
50.0501	Theatre	452	186	638	-	638
TOTAL STUDENT CREDIT HOURS		58,669	36,404	95,073	3,513	98,586
<i>FTES by Course Level</i>						
GRAND TOTAL FTES		3,911.3	2,426.9	6,338.2	292.8	6,631.0
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.						Proportion Day
						Proportion Night
						Proportion Unknown
						81.0%
						16.4%
						2.6%

Table 3: DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES by Discipline and Course Level: Fall 2006

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,605	606	2,211	6	2,217
45.0201	Anthropology	477	-	477	-	477
51.9999	Applied Health Physiology	-	-	-	-	-
50.0701	Art	2,172	945	3,117	-	3,117
51.0913	Athletic Training	132	78	210	-	210
26.0101	Biology	5,184	1,361	6,545	4	6,549
52.0201	Business Administration	198	3	201	-	201
40.0501	Chemistry	2,564	332	2,896	-	2,896
51.1005	CLS/Medical Technology	19	256	275	-	275
09.0101	Communication Arts	2,340	1,113	3,453	-	3,453
11.0101	Computer Science	547	209	756	-	756
30.0501	Conflict Analysis & Dispute Resolution	507	162	669	-	669
50.0301	Dance	313	58	371	-	371
45.0601	Economics	1,344	288	1,632	-	1,632
13.0401	Education Administration	-	-	-	-	-
13.1210	Education, Early Childhood	78	168	246	-	246
13.1202	Education, Elementary	-	1,131	1,131	-	1,131
13.0101	Education, General	375	831	1,206	63	1,269
13.1205	Education, Master of Arts in Teaching	-	-	-	6	6
13.1315	Education, Reading	-	-	-	-	-
13.1205	Education, Secondary	-	189	189	-	189
23.0101	English	3,801	2,133	5,934	39	5,973
26.1301	Environmental Health	114	125	239	-	239
4901.01	Environmental Issues	-	9	9	-	9
31.0505	Exercise Science	189	483	672	-	672
52.0801	Finance	168	1,137	1,305	6	1,311
16.0901	French	183	63	246	-	246
24.0101	General Studies	-	-	-	-	-
45.0701	Geography	2,970	580	3,550	-	3,550
40.0601	Geology	408	-	408	-	408
16.0501	German	84	15	99	-	99
13.1307	Health	363	354	717	-	717
54.0101	History	5,622	1,287	6,909	28	6,937
	Honors	372	51	423	-	423
11.0401	Information Systems	987	712	1,699	3	1,702
24.0101	Interdisciplinary Studies	333	-	333	-	333
16.0903	Latin	-	-	-	-	-
52.0201	Management	-	1,854	1,854	6	1,860
52.1401	Marketing	-	1,467	1,467	9	1,476
27.0101	Mathematics	4,464	418	4,882	48	4,930
	Military Science	-	-	-	-	-
16.0101	Modern Languages	30	-	30	-	30
50.0901	Music	995	115	1,110	-	1,110
50.0903	Music-Applied	85	-	85	-	85
51.1601	Nursing	-	1,905	1,905	15	1,920
38.0101	Philosophy	909	438	1,347	-	1,347
13.1314	Physical Education	2,872	790	3,662	4	3,666
13.1314	Physical Education, Teacher Education	-	428	428	-	428
40.0801	Physics	1,268	167	1,435	-	1,435
45.1001	Political Science	1,398	556	1,954	-	1,954
14.9999	Pre-Engineering	-	-	-	-	-
42.0101	Psychology	2,004	3,200	5,204	-	5,204
51.0908	Respiratory Therapy	72	826	898	-	898
16.0402	Russian	45	-	45	-	45
13.1316	Science Education	-	-	-	-	-
44.0701	Social Work	84	882	966	595	1,561
45.1101	Sociology	1,218	543	1,761	-	1,761
16.0905	Spanish	594	609	1,203	-	1,203
50.0501	Theatre	450	180	630	-	630
TOTAL STUDENT CREDIT HOURS		49,937	29,057	78,994	832	79,826
<i>FTES by Course Level</i>						
FTES by Course Level		3,329.1	1,937.1	5,266.3	69.3	5,336
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.						
					Proportion of Total Student Credit Hours	81.0%

Table 4:

**NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2006**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	810	459	1,269	108	1,377
45.0201	Anthropology	-	24	24	-	24
51.9999	Applied Health Physiology	-	6	6	135	141
50.0701	Art	402	189	591	-	591
51.0913	Athletic Training	-	32	32	-	32
26.0101	Biology	572	-	572	63	635
52.0201	Business Administration	87	129	216	-	216
40.0501	Chemistry	152	-	152	4	156
51.1005	CLS/Medical Technology	-	-	-	-	-
09.0101	Communication Arts	798	327	1,125	-	1,125
11.0401	Computer Science	-	-	-	-	-
30.0501	Conflict Analysis & Dispute Re.	90	30	120	-	120
50.0301	Dance	-	-	-	-	-
45.0601	Economics	363	-	363	78	441
13.0401	Education, Administration	-	-	-	153	153
13.1210	Education, Early Childhood	39	69	108	-	108
13.1202	Education, Elementary	-	402	402	3	405
13.0101	Education, General	174	339	513	543	1,056
13.1205	Education, Master of Arts	-	-	-	36	36
13.1315	Education, Reading	-	-	-	192	192
13.1205	Education, Secondary	-	174	174	-	174
23.0101	English	1,239	531	1,770	147	1,917
26.1301	Environmental Health	-	-	-	-	-
31.0505	Exercise Science	-	27	27	-	27
52.0801	Finance	-	333	333	9	342
16.0901	French	-	-	-	-	-
24.0101	General Studies	34	-	34	-	34
45.0701	Geography	-	-	-	-	-
40.0601	Geology	-	-	-	-	-
16.0501	German	-	-	-	-	-
51.1199	Health	90	144	234	-	234
54.0101	History	885	135	1,020	75	1,095
	Honors	-	-	-	-	-
11.0401	Information Systems	432	183	615	90	705
24.0101	Interdisciplinary Studies	-	-	-	-	-
16.0903	Latin	-	-	-	-	-
52.0201	Management	-	444	444	207	651
52.1401	Marketing	-	444	444	120	564
27.0101	Mathematics	1,040	161	1,201	36	1,237
	Military Science	-	-	-	-	-
16.0101	Modern Languages	99	-	99	-	99
50.0901	Music	96	33	129	-	129
50.0903	Music Applied	77	-	77	-	77
51.1601	Nursing	-	-	-	65	65
38.0101	Philosophy	294	66	360	-	360
13.1314	Physical Education	294	63	357	-	357
13.1307	Physical Education, Teacher Ed	-	40	40	-	40
40.0801	Physics	-	-	-	-	-
45.1001	Political Science	135	-	135	-	135
14.9999	Pre-engineering	21	-	21	-	21
42.0101	Psychology	-	450	450	-	450
51.0908	Respiratory Therapy	-	-	-	-	-
16.0402	Russian	-	-	-	-	-
13.1316	Science Education	-	-	-	-	-
24.0101	Social Science	-	-	-	-	-
44.0701	Social Work	81	222	303	186	489
45.1101	Sociology	-	39	39	-	39
16.0905	Spanish	117	-	117	-	117
50.0501	Theatre	-	-	-	-	-
TOTAL STUDENT CREDIT HOURS		8,421	5,495	13,916	2,250	16,166
<i>FTES by Course Level</i>						
FTES by Course Level		561.4	366.3	927.7	187.5	1,115

For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.

Proportion of Total SCH	16.4%
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Table 5:

**Courses- Unknown Start Time - Student Credit Hours and FTES
by Discipline and Course Level: Fall 2006**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	-	3	3	-	3
45.0201	Anthropology	-	-	-	-	-
51.9999	Applied Health Physiology	-	60	60	-	60
50.0701	Art	-	65	65	-	65
51.0903	Athletic Training	-	-	-	-	-
26.0101	Biology	-	74	74	-	74
40.0501	Chemistry	6	9	15	-	15
51.1005	CLS/Medical Technology	-	-	-	-	-
09.0101	Communication Arts	15	31	46	-	46
11.0401	Computer Science	-	21	21	-	21
13.0401	Education, Administration	-	-	-	3	3
30.0501	Conflict Analysis & Dispute Re.	-	37	37	-	37
13.1210	Education, Early Childhood	-	90	90	-	90
13.1202	Education, Elementary	-	507	507	-	507
13.0101	Education, General	-	9	9	96	105
13.1205	Education, Master of Arts	-	-	-	-	-
13.1205	Education, Secondary	-	-	-	-	-
23.0101	English	-	39	39	15	54
26.1301	Environmental Health	-	3	3	-	3
03.0104	Environmental Issues	-	-	-	-	-
31.0505	Exercise Science	-	60	60	-	60
16.0901	French	-	3	3	-	3
52.0801	Finance	-	-	-	-	-
24.0101	General Studies	-	104	104	12	116
45.0701	Geography	-	24	24	-	24
16.0501	German	9	15	24	-	24
54.0101	History	-	3	3	15	18
	Honors	-	9	9	-	9
11.0401	Information Systems	224	-	224	-	224
24.0101	Interdisciplinary Studies	-	-	-	-	-
27.0101	Mathematics	-	3	3	-	3
	Military Science	-	-	-	-	-
16.0101	Modern Languages	-	-	-	-	-
50.0901	Music	-	8	8	-	8
50.0903	Music Applied	55	88	143	4	147
51.1601	Nursing	-	97	97	16	113
38.0101	Philosophy	-	21	21	-	21
13.1314	Physical Education	-	9	9	-	9
13.1307	Physical Education, Teacher Ed.	-	14	14	-	14
40.0801	Physics	-	3	3	-	3
45.1001	Political Science	-	19	19	-	19
42.0101	Psychology	-	82	82	-	82
51.0908	Respiratory Therapy	-	1	1	-	1
24.0101	Social Science	-	3	3	-	3
44.0701	Social Work	-	323	323	270	593
45.1101	Sociology	-	9	9	-	9
16.0905	Spanish	-	-	-	-	-
50.0501	Theatre	2	6	8	-	8
TOTAL STUDENT CREDIT HOURS		311	1,852	2,163	431	2,594
<i>FTES by Course Level</i>						
FTES BY COURSE LEVEL		20.7	123.5	144.2	35.9	180

For FTES, divide by 15 at Lower and Upper levels, and by 12 for Graduate.

Proportion of Total SCH	2.6%
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Table 6: Total Student Credit Hours by School and Discipline: Fall Enrollment 1996, 2002-2006

Discipline	1996	2002	2003	2004	2005	2006	% Change 2002-2006	10-yr chng
Fulton School of Liberal Arts								
Anthropology	435	480	309	453	477	501	4.4%	66
Art	2,029	3,391	3,249	3,334	3,565	3,773	11.3%	1,744
Communication Arts	3,947	4,969	4,632	4,747	4,576	4,624	-6.9%	677
Conflict Analysis & Dispute Res	-	396	561	576	621	826	108.6%	826
Dance	156	366	310	353	376	371	1.4%	215
English	5,427	6,744	6,705	6,751	6,747	7,944	17.8%	2,517
Environmental Issues	-	-	-	-	18	12	0.0%	12
French	249	229	174	286	324	249	8.7%	-
German	122	131	114	122	141	123	-6.1%	1
History	6,291	7,863	7,763	8,127	7,837	8,050	2.4%	1,759
Honors	-	379	414	371	469	432	14.0%	432
Interdisciplinary Studies	448	509	321	354	427	333	-34.6%	(115)
Latin	-	75	-	-	-	-	0.0%	-
Modern Languages	-	180	72	102	108	129	-28.3%	129
Music	876	471	538	744	1,120	1,247	164.8%	371
Music-Applied	274	320	300	252	261	309	-3.4%	35
Philosophy	1,314	1,872	1,629	1,866	1,761	1,728	-7.7%	414
Political Science	1,407	1,597	1,796	1,844	1,473	2,108	32.0%	701
Psychology	4,459	5,027	5,230	5,967	6,177	5,736	14.1%	1,277
Russian	15	54	36	69	78	45	-16.7%	30
Social Science	-	9	9	6	6	3	0.0%	3
Sociology	1,212	1,770	1,878	1,722	1,713	1,809	2.2%	597
Spanish	681	1,107	1,068	1,221	1,289	1,320	19.2%	639
Theatre	-	597	645	881	708	638	6.9%	638
Fulton School Total	29,342	38,536	37,753	40,148	40,272	42,310	9.8%	12,968
Henson School of Science and Technology								
Applied Health Physiology	-	138	99	132	168	141	2.2%	141
Biology	6,482	6,274	6,228	6,662	7,018	7,258	15.7%	776
Chemistry	3,128	2,818	2,641	2,883	2,920	3,067	8.8%	(61)
CLS/Medical Technology	225	161	227	212	285	275	70.8%	50
Computer Science	1,051	1,162	1,587	1,047	885	777	-33.1%	(274)
Environmental Health	243	269	277	252	230	239	-11.2%	(4)
Geography	2,494	2,712	3,008	2,927	3,244	3,574	31.8%	1,080
Geology	240	280	180	192	188	408	45.7%	168
Mathematics	3,945	5,281	5,470	5,860	5,614	6,170	16.8%	2,225
Nursing	1,536	1,972	2,230	2,322	2,321	2,098	6.4%	562
Physics	1,370	1,491	1,530	1,258	1,443	1,438	-3.6%	68
Pre-Engineering	27	39	18	33	42	21	-46.2%	(6)
Respiratory Therapy	683	279	390	612	812	899	222.2%	216
Henson School Total	21,424	22,876	23,885	24,392	25,170	26,365	15.3%	4,941
Perdue School of Business								
Accounting	1,845	2,436	2,511	2,799	2,856	3,597	47.7%	1,752
Business Administration	5,919	993	283	342	324	417	-58.0%	(5,502)
Economics	1,287	1,704	1,615	1,686	1,539	2,073	21.7%	786
Finance	-	1,170	1,083	1,317	1,425	1,653	41.3%	1,653
Information Systems	681	2,351	2,446	2,391	2,429	2,631	11.9%	1,950
Management	-	1,935	2,117	2,256	2,445	2,511	29.8%	2,511
Marketing	-	1,818	1,831	1,857	1,791	2,040	12.2%	2,040
Perdue School Total	9,732	12,407	11,886	12,648	12,809	14,922	20.3%	5,190
Seidel School of Professional Studies								
Athletic Trainer	-	254	210	275	210	302	18.9%	302
Education, School Admin.	-	147	129	126	141	156	6.1%	156
Education, Early Childhood	-	48	84	306	468	444	825.0%	444
Education, Elementary	3,039	3,501	2,475	2,571	2,520	2,043	-41.6%	(996)
Education, General	3,793	2,750	2,407	2,497	2,400	2,430	-11.6%	(1,363)
Education, MA in Teaching	-	66	81	135	108	42	-36.4%	42
Education, Reading	-	135	144	138	198	192	42.2%	192
Education, Secondary	381	507	327	384	312	363	-28.4%	(18)
Exercise Science	-	345	219	318	696	759	120.0%	759
Health	264	504	543	641	756	951	88.7%	687
Leisure Studies	69	-	-	-	-	-	-	(69)
Physical Education, Teacher Ed	-	-	402	372	477	482	-	482
Physical Education	3,870	4,329	6,001	3,742	3,936	4,032	-6.9%	162
Science Education	52	-	-	-	-	-	0.0%	(52)
Social Work	1,668	2,176	1,824	2,683	2,731	2,643	21.5%	975
General Studies	167	319	33	-	44	150	-53.0%	(17)
Military Science	126	10	-	3	5	-	0.0%	(126)
Seidel School Total	13,429	15,091	14,879	14,191	15,002	14,989	-0.7%	1,560
TOTALS	73,927	88,910	88,403	91,379	93,253	98,586	10.9%	24,659

NOTE: The programs in Public School Administration, Master of Arts in Teaching, and Physical Education, Teacher Education have been in existence longer than the years shown above. The student credit hours for these programs had been included with other Education programs previously. Similarly, Finance, Management and Marketing were formerly concentrations or tracks under Business Administration or Economics. They are now full degree programs.

Table 7:

Analysis of Annualized FTES, FY 1996 through Fall 2006
Full-Time Equivalent Students and Total Headcount by Course Level

AY 1995-1996 through Fall 2006						
Semester	Undergraduate			Graduate	Total FTES	Total Headcount
	Lower	Upper	Subtotal			
Fall 1995	2,737.1	1,995.8	4,732.9	229	4,962	6,010
Spring 1996	2,424.7	2,128.7	4,553.4	234	4,788	5,763
Ratio, Fall to Spring	53.0/47.0	48.4/51.6	51.0/49.0	49.4/50.6	50.9/49.1	
Annualized AY 1995-96	2,580.9	2,062.3	4,643.2	232	4,875	
Fall 1996	2,749.3	1,988.8	4,738.1	238	4,976	5,947
Spring 1997	2,487.8	2,040.6	4,528.4	240	4,768	5,775
Ratio, Fall to Spring	52.5/47.5	49.4/50.6	51.1/48.9	49.8/50.2	51.9/48.9	
Annualized AY 1996-97	2,618.6	2,014.7	4,633.3	239	4,872	
Fall 1997	2,850.9	1,950.4	4,801.3	233	5,035	6,022
Spring 1998	2,545.2	2,032.0	4,577.2	215	4,792	5,711
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	51.2/48.8	
Annualized AY 1997-98	2,698.1	1,991.2	4,689.3	224	4,914	
Fall 1998	3,017.4	1,909.7	4,927.1	195	5,122	6,080
Spring 1999	2,757.4	2,019.3	4,776.7	199	4,976	5,887
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.4/50.6	50.7/49.3	
Annualized AY 1998-99	2,887.4	1,964.5	4,851.9	197	5,049	
Fall 1999	3,064.5	1,925.7	4,990.2	191	5,181	6,060
Spring 2000	2,721.2	2,176.2	4,897.4	187	5,084	5,926
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 1999-00	2,892.9	2,051.0	4,943.8	189	5,133	
Fall 2000	3,123.7	2,191.1	5,314.8	204	5,519	6,421
Spring 2001	2,956.2	2,284.9	5,241.1	204	5,445	6,244
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 2000-01	3,040.0	2,238.0	5,277.9	204	5,482	
Fall 2001	3,341.7	2,177.4	5,519.1	249	5,768	6,682
Spring 2002	3,047.6	2,323.4	5,371.0	238	5,609	6,434
Ratio, Fall to Spring	52.3/47.7	48.4/51.6	50.7/49.3	51.2/48.8	50.7/49.3	
Annualized AY 2001-02	3,194.7	2,250.4	5,445.1	244	5,689	
Fall 2002	3,398.3	2,298.7	5,697.1	288	5,985	6,851
Spring 2003	3,065.4	2,419.8	5,485.2	293	5,778	6,613
Ratio, Fall to Spring	52.6/47.4	48.7/51.3	50.9/49.1	49.5/50.5	50.9/49.1	
Annualized AY 2002-03	3,231.9	2,359.3	5,591.1	290	5,882	
Fall 2003	3,490.9	2,177.6	5,668.5	281	5,950	6,816
Spring 2004	3,106.6	2,412.9	5,519.5	290	5,809	6,598
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2003-04	3,298.8	2,295.3	5,594.0	286	5,880	
Fall 2004	3,438.3	2,421.3	5,859.6	290.5	6,150	6,942
Spring 2005	3,158.2	2,545.9	5,704.1	302.0	6,006	6,677
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2004-05	3,298.3	2,483.6	5,781.9	297	6,078	
Fall 2005	3,477.2	2,499.9	5,977.1	299.7	6,277	7,009
Spring 2006	3,254.1	2,548.1	5,802.2	297.3	6,100	6,786
Ratio, Fall to Spring	51.7/48.3	49.5/50.5	50.7/49.3	50.2/49.8	50.7/49.3	
Annualize AY 2005-06	3,365.7	2,524.0	5,889.7	298.5	6,188	
Fall 2006	3,911.3	2,426.9	6,338.2	292.8	6,631	7,383
Spring 2007	N/A	N/A	N/A	NA	NA	
Annualize AY 2006-07	N/A	N/A	N/A	NA	6,541	

Calculations prior to Fall 1995 include SCHs taken by SU students at UMES.

Total Headcount Versus Annual FTES
Fall 1995 to Fall 2006

Figure 1:

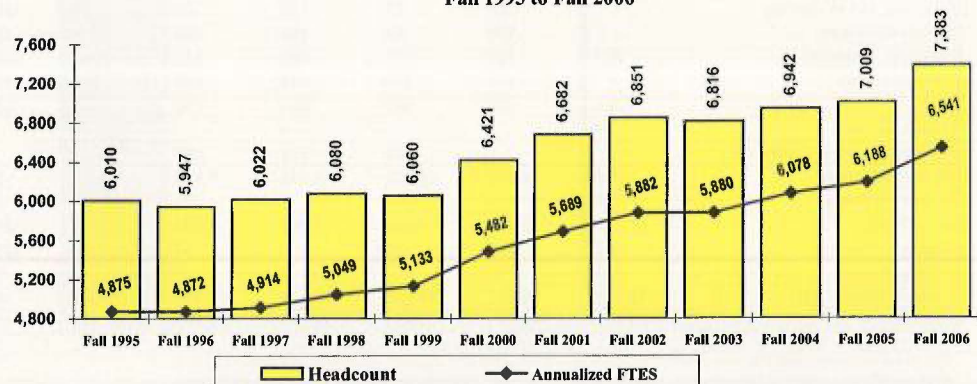


Table 8: Annual Student Credit Hour Production by School, Discipline & Level, *Academic Year 2001-02 through 2005-06*

Discipline	2001-02				2002-03				2003-04				2004-05				2005-06			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS																				
Anthropology	621	60	-	681	765	72	-	837	567	132	-	699	660	105	-	765	720	129	-	849
Art	3,783	2,019	-	5,802	4,554	2,224	-	6,778	4,293	2,225	29	6,547	4,440	2,282	18	6,740	4,362	2,549	10	6,921
Communication Arts	6,641	2,821	-	9,462	6,589	3,174	-	9,763	6,552	2,964	-	9,516	6,387	3,161	-	9,548	6,521	3,192	-	9,713
Conflict Resolution	261	108	-	369	645	258	-	903	696	483	-	1,179	705	417	-	1,122	750	503	-	1,253
English	8,502	4,046	504	13,052	8,100	4,796	549	13,445	7,818	5,271	441	13,530	7,770	5,262	418	13,450	7,851	5,464	420	13,735
Environmental Issues	-	-	-	-	-	-	-	-	72	-	-	72	75	-	-	75	81	18	-	99
French	294	228	3	525	333	118	3	454	270	207	12	489	354	157	3	514	351	198	3	552
German	124	48	-	172	130	54	-	184	157	49	-	206	147	45	-	192	163	69	-	232
History	10,719	3,522	174	14,415	10,608	4,266	285	15,159	10,755	3,998	273	15,026	11,274	3,873	214	15,361	11,025	3,539	253	14,817
Honors	567	270	-	837	462	303	-	765	495	273	-	768	456	224	-	680	609	215	-	824
Interdisciplinary Studies	819	42	-	861	885	21	-	906	600	9	82	691	703	30	9	742	835	-	-	835
Latin	90	-	-	90	90	-	-	90	-	-	-	-	-	-	-	-	-	-	-	-
Modern Foreign Language	306	-	-	306	279	-	-	279	213	-	-	213	279	-	-	279	237	-	-	237
Music	1,039	253	-	1,292	752	113	-	865	885	269	-	1,154	1,443	330	8	1,781	1,891	279	-	2,170
Music, Applied	462	238	17	717	409	181	9	599	410	169	14	593	338	125	5	468	357	162	5	524
Philosophy	2,196	1,691	-	3,887	2,148	1,390	-	3,538	1,677	1,423	-	3,100	2,202	1,350	-	3,552	1,953	1,341	-	3,294
Political Science	1,812	985	12	2,809	1,818	1,232	-	3,050	2,079	1,454	-	3,533	2,406	1,278	-	3,684	1,659	1,530	-	3,189
Psychology	3,393	7,038	24	10,455	3,201	7,460	9	10,670	3,339	7,125	-	10,464	3,591	7,682	-	11,273	3,627	8,624	-	12,251
Russian	21	-	-	21	69	-	-	69	57	-	-	57	99	-	-	99	84	-	-	84
Social Science	-	21	-	21	-	27	-	27	-	24	-	24	-	33	-	33	-	15	-	15
Sociology	2,322	1,197	-	3,519	2,238	1,036	-	3,274	2,295	1,269	3	3,567	2,223	1,132	-	3,355	2,196	1,125	9	3,330
Spanish	1,083	776	6	1,865	1,302	879	1	2,182	1,050	1,014	3	2,067	1,323	1,047	9	2,379	1,269	1,079	-	2,348
Theatre	891	270	-	1,161	867	334	-	1,201	1,015	335	13	1,363	1,013	449	12	1,474	975	305	6	1,286
Totals	45,946	25,633	740	72,319	46,244	27,938	856	75,038	45,295	28,693	870	74,858	47,888	28,982	696	77,566	47,516	30,336	706	78,558
Percent of Total	47.9%	38.0%	12.7%	42.7%	47.8%	39.5%	12.3%	43.0%	45.8%	41.7%	12.4%	42.8%	48.4%	38.9%	9.8%	43.0%	47.1%	40.1%	9.9%	42.7%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY																				
Biology	9,231	3,099	84	12,414	9,101	3,079	42	12,222	9,404	2,737	46	12,187	9,979	3,062	124	13,165	10,265	3,060	45	13,370
Chemistry	4,843	701	-	5,544	4,839	559	-	5,398	4,730	532	4	5,266	5,133	535	24	5,692	5,117	488	-	5,605
CLS/Medical Technology	16	456	-	472	49	329	-	378	75	439	174	688	61	489	-	550	36	535	-	571
Computer Science	2,116	502	-	2,618	1,787	549	-	2,336	2,203	247	-	2,450	1,412	594	-	2,006	1,142	531	-	1,673
Environmental Health	132	375	-	507	219	329	-	548	189	410	-	599	225	278	2	505	234	209	-	443
Geography	4,662	852	-	5,514	4,548	721	-	5,269	4,990	891	6	5,887	4,596	994	-	5,590	5,717	854	-	6,571
Geology	504	-	-	504	672	-	-	672	372	-	-	372	392	57	-	449	388	45	-	433
Mathematics	8,519	1,056	186	9,761	8,570	1,317	228	10,115	9,216	1,207	184	10,607	9,497	1,410	239	11,146	9,346	1,310	139	10,795
Nursing	-	2,914	309	3,223	-	3,577	276	3,853	-	4,052	216	4,268	-	4,188	305	4,493	-	4,062	148	4,210
Pre-engineering	78	27	-	105	120	-	-	120	75	15	-	90	108	-	-	108	135	-	-	135
Physics	2,143	454	-	2,597	2,505	498	-	3,003	2,484	397	18	2,899	2,348	427	21	2,796	2,330	436	-	2,766
Respiratory Therapy	36	535	-	571	39	597	-	636	-	844	-	844	90	1,046	-	1,136	129	1,403	3	1,535
Totals	32,280	10,971	579	43,830	32,449	11,555	546	44,550	33,738	11,771	648	46,157	33,841	13,080	715	47,636	34,839	12,933	335	48,107
Percent of Total	33.7%	16.3%	9.9%	25.9%	33.5%	16.3%	7.8%	25.5%	34.1%	17.1%	9.2%	26.4%	34.2%	17.6%	10.1%	26.4%	34.5%	17.1%	4.7%	26.2%

Table 8 cont. Annual Student Credit Hour Production by School, Discipline, & Level cont.

Discipline	2001-02				2002-03				2003-04				2004-05				2005-06			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																				
Accounting	1,863	1,167	219	3,249	3,090	1,467	195	4,752	3,153	1,488	162	4,803	3,141	2,067	186	5,394	3,528	1,824	192	5,544
Business Administration	3,300	10,871	846	15,017	795	551	217	1,563	345	220	60	625	363	339	42	744	327	317	45	689
Economics	2,640	276	126	3,042	2,787	243	180	3,210	2,676	349	150	3,175	2,538	426	141	3,105	2,796	351	138	3,285
Finance	-	-	-	-	168	2,040	108	2,316	195	1,878	111	2,184	219	2,370	108	2,697	213	2,580	96	2,889
Information Systems	1,134	1,889	-	3,023	2,340	2,383	168	4,891	2,504	2,269	221	4,994	2,394	2,226	165	4,785	2,791	2,010	186	4,987
Management	-	-	-	-	-	4,011	285	4,296	-	4,001	423	4,424	-	4,359	354	4,713	-	4,461	438	4,899
Marketing	-	-	-	-	-	3,417	327	3,744	-	3,368	233	3,601	-	3,360	186	3,546	-	3,246	138	3,384
Totals	8,937	14,203	1,191	24,331	9,180	14,112	1,480	24,772	8,873	13,573	1,360	23,806	8,655	15,147	1,182	24,984	9,655	14,789	1,233	25,677
Percent of Total	9.4%	21.0%	20.4%	14.4%	9.5%	19.9%	21.2%	14.2%	9.0%	19.7%	19.4%	13.6%	8.7%	20.3%	16.6%	13.8%	9.6%	19.5%	17.2%	14.0%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																				
Applied Health Physiology	-	-	279	279	-	-	288	288	-	-	207	207	-	-	252	252	-	-	327	327
Athletic Trainer	-	-	-	-	-	376	3	379	187	275	-	462	176	401	-	577	72	349	-	421
Dance	531	52	-	583	766	8	-	774	635	22	3	660	674	18	3	695	743	102	-	845
Education, Administration	-	-	324	324	-	-	288	288	-	-	207	207	-	-	246	246	-	-	261	261
Early Childhood Education	-	-	-	-	48	48	-	96	84	132	-	216	189	474	-	663	189	789	-	978
Education, Elementary	-	6,609	-	6,609	-	6,567	-	6,567	-	5,145	-	5,145	-	5,139	-	5,139	-	5,094	3	5,097
Education, General	1,335	2,977	1,749	6,061	1,095	2,589	1,606	5,290	1,026	2,349	1,513	4,888	927	2,572	1,406	4,905	756	2,343	1,401	4,500
Education, Master of Arts	-	-	264	264	-	-	231	231	-	-	252	252	-	-	447	447	-	-	309	309
Education, Reading	-	-	63	63	-	-	270	270	-	-	306	306	-	-	273	273	-	-	381	381
Education, Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	804	3	807
Education, Secondary	-	810	-	810	-	1,581	-	1,581	-	1,305	6	1,311	-	1,530	3	1,533	-	306	6	312
Exercise Science	-	-	-	-	105	611	-	716	105	387	-	492	201	699	-	900	276	1,350	-	1,626
General Studies	86	322	3	411	66	471	5	542	33	-	-	33	32	-	-	32	82	-	-	82
Health	455	195	-	650	828	423	-	1,251	788	603	-	1,391	798	630	1	1,429	728	825	-	1,553
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	11	24	-	35	-	22	-	22	-	6	-	6	-	6	-	6	-	5	-	5
Physical Education	5,736	3,181	9	8,926	5,503	2,034	3	7,540	7,610	1,798	6	9,414	5,254	1,825	2	7,081	5,745	1,842	27	7,614
Phys. Educ., Teacher Ed.	-	-	-	-	-	-	-	-	-	856	-	856	-	920	3	923	-	1,098	7	1,105
Social Work	522	2,535	644	3,701	477	2,444	1,396	4,317	588	1,943	1,649	4,180	312	3,085	1,880	5,277	369	2,756	2,164	5,289
Totals	8,676	16,705	3,335	28,716	8,888	17,174	4,090	30,152	11,056	14,821	4,149	30,026	8,563	17,299	4,516	30,378	8,960	17,663	4,889	31,512
Percent of Total	9.1%	24.7%	57.1%	17.0%	9.2%	24.3%	58.7%	17.3%	11.2%	21.5%	59.0%	17.2%	8.7%	23.2%	63.5%	16.8%	8.9%	23.3%	68.3%	17.1%
Grand Totals	95,839	67,512	5,845	169,196	96,761	70,779	6,972	174,512	98,962	68,858	7,027	174,847	98,947	74,508	7,109	180,564	100,970	75,721	7,163	183,854

LD=100 & 200 level; UD=300 & 400 level; Grad=400G & above.

NOTES:

Beginning with AY 2000-2001 reporting, the SCH generated by Education graduate programs is now differentiated by program type.

Table 9: Annual Student Credit Hour Production by School, Discipline, and Semester, 2001-02 through 2005-06

Discipline	2001-2002			2002-03			2003-04			2004-05			2005-06		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS															
Anthropology	348	333	681	480	357	837	309	390	699	453	312	765	477	372	849
Art	2,877	2,925	5,802	3,391	3,387	6,778	3,249	3,298	6,547	3,334	3,406	6,740	3,565	3,356	6,921
Communication Arts	4,655	4,807	9,462	4,969	4,794	9,763	4,632	4,884	9,516	4,747	4,801	9,548	4,576	5,137	9,713
Conflict Resolution	201	168	369	396	507	903	561	618	1,179	576	546	1,122	621	632	1,253
English	6,581	6,471	13,052	6,744	6,701	13,445	6,705	6,825	13,530	6,751	6,699	13,450	6,747	6,988	13,735
Environmental Issues	-	-	-	-	-	-	-	72	72	-	75	75	18	81	99
French	278	247	525	229	225	454	183	306	489	286	228	514	324	228	552
German	114	58	172	131	53	184	114	92	206	122	70	192	141	91	232
History	7,530	6,885	14,415	7,863	7,296	15,159	7,763	7,263	15,026	8,127	7,234	15,361	7,837	6,980	14,817
Honors	415	422	837	379	386	765	414	354	768	371	309	680	469	355	824
Interdisciplinary Studies	427	434	861	509	397	906	321	370	691	354	388	742	427	408	835
Latin	63	27	90	75	15	90	-	-	-	-	-	-	-	-	-
Modern Foreign Language	222	84	306	180	99	279	72	141	213	102	177	279	108	129	237
Music	662	630	1,292	471	394	865	538	616	1,154	744	1,037	1,781	1,120	1,050	2,170
Music, Applied	392	325	717	320	279	599	300	293	593	252	216	468	261	263	524
Philosophy	1,958	1,929	3,887	1,872	1,666	3,538	1,629	1,471	3,100	1,866	1,686	3,552	1,761	1,533	3,294
Political Science	1,375	1,434	2,809	1,597	1,453	3,050	1,796	1,737	3,533	1,844	1,840	3,684	1,473	1,716	3,189
Psychology	5,097	5,358	10,455	5,027	5,643	10,670	5,230	5,234	10,464	5,967	5,306	11,273	6,177	6,074	12,251
Russian	21	-	21	54	15	69	36	21	57	69	30	99	78	6	84
Social Science	15	6	21	9	18	27	9	15	24	6	27	33	6	9	15
Sociology	1,728	1,791	3,519	1,770	1,504	3,274	1,878	1,689	3,567	1,722	1,633	3,355	1,713	1,617	3,330
Spanish	985	880	1,865	1,107	1,075	2,182	1,068	999	2,067	1,221	1,158	2,379	1,289	1,059	2,348
Theatre	561	600	1,161	597	604	1,201	645	718	1,363	881	593	1,474	708	578	1,286
Totals	36,505	35,814	72,319	38,170	36,868	75,038	37,452	37,406	74,858	39,795	37,771	77,566	39,896	38,662	78,558
Percent of Total	42.6%	42.9%	42.7%	42.9%	43.1%	43.0%	42.4%	43.4%	42.9%	43.5%	42.4%	43.0%	42.8%	42.7%	42.7%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Biology	6,591	5,823	12,414	6,274	5,948	12,222	6,228	5,959	12,187	6,662	6,503	13,165	7,018	6,352	13,370
Chemistry	3,082	2,462	5,544	2,818	2,580	5,398	2,641	2,625	5,266	2,883	2,809	5,692	2,920	2,685	5,605
CLS/Medical Technology	231	241	472	161	217	378	227	287	514	212	338	550	285	286	571
Computer Science	1,465	1,153	2,618	1,162	1,174	2,336	1,587	863	2,450	1,047	959	2,006	885	788	1,673
Environmental Health	220	287	507	269	279	548	277	322	599	252	253	505	230	213	443
Geography	2,830	2,684	5,514	2,712	2,557	5,269	3,008	2,879	5,887	2,927	2,663	5,590	3,244	3,327	6,571
Geology	200	304	504	280	392	672	180	192	372	192	257	449	188	245	433
Mathematics	4,951	4,810	9,761	5,281	4,834	10,115	5,470	5,137	10,607	5,860	5,286	11,146	5,614	5,181	10,795
Nursing	1,659	1,564	3,223	1,972	1,881	3,853	2,230	2,038	4,268	2,322	2,171	4,493	2,321	1,889	4,210
Pre-engineering	21	84	105	39	81	120	18	72	90	33	75	108	42	93	135
Physics	1,122	1,475	2,597	1,491	1,512	3,003	1,530	1,369	2,899	1,258	1,538	2,796	1,443	1,323	2,766
Respiratory Therapy	279	292	571	279	357	636	390	454	844	612	524	1,136	812	723	1,535
Totals	22,651	21,179	43,830	22,738	21,812	44,550	23,786	22,197	45,983	24,260	23,376	47,636	25,002	23,105	48,107
Percent of Total	26.4%	25.4%	25.9%	25.5%	25.5%	25.5%	26.9%	25.7%	26.3%	26.5%	26.2%	26.4%	26.8%	25.5%	26.2%

Source: Credit Hour Production- Summary by Discipline

Annual Student Credit Hour by School, Discipline, and Semester cont.

Table 9 cont.

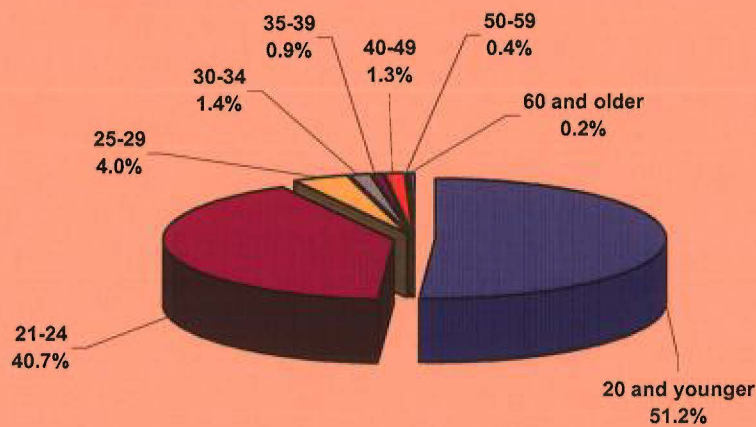
Discipline	2001-02			2002-03			2003-04			2004-05			2005-06		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS															
Accounting	1,734	1,515	3,249	2,436	2,316	4,752	2,511	2,292	4,803	2,799	2,595	5,394	2,856	2,688	5,544
Business Administration	7,686	7,331	15,017	993	570	1,563	283	342	625	342	402	744	324	365	689
Economics	1,607	1,435	3,042	1,704	1,506	3,210	1,615	1,560	3,175	1,686	1,419	3,105	1,539	1,746	3,285
Finance	-	-	-	1,170	1,146	2,316	1,074	1,110	2,184	1,317	1,380	2,697	1,425	1,464	2,889
Information Systems	1,539	1,484	3,023	2,351	2,540	4,891	2,446	2,548	4,994	2,391	2,394	4,785	2,429	2,558	4,987
Management	-	-	-	1,818	2,478	4,296	2,117	2,307	4,424	2,256	2,457	4,713	2,445	2,454	4,899
Marketing	-	-	-	1,935	1,809	3,744	1,831	1,770	3,601	1,857	1,689	3,546	1,791	1,593	3,384
Totals	12,566	11,765	24,331	12,407	12,365	24,772	11,877	11,929	23,806	12,648	12,336	24,984	12,809	12,868	25,677
Percent of Total	14.6%	14.1%	14.4%	13.9%	14.5%	14.2%	13.4%	13.8%	13.6%	13.8%	13.8%	13.8%	13.7%	14.2%	14.0%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES															
Applied Health Physiology	117	162	279	138	150	288	99	108	207	132	120	252	168	159	327
Athletic Trainer	-	-	-	376	3	379	210	252	462	275	302	577	210	211	421
Dance	213	370	583	366	408	774	310	350	660	353	342	695	376	469	845
Early Childhood Education	-	-	-	48	48	96	84	132	216	306	357	663	468	510	978
Education, Administration	207	117	324	147	141	288	129	78	207	126	120	246	141	120	261
Education, Elementary	3,321	3,288	6,609	3,501	3,066	6,567	2,475	2,670	5,145	2,571	2,568	5,139	2,520	2,577	5,097
Education, General	2,958	3,103	6,061	2,750	2,540	5,290	2,407	2,481	4,888	2,497	2,408	4,905	2,400	2,100	4,500
Education, Master of Arts	147	117	264	66	165	231	81	171	252	135	312	447	108	201	309
Education, Reading	-	63	63	135	135	270	144	162	306	138	135	273	198	183	381
Education, Science	-	-	-	-	-	-	-	-	-	-	-	-	-	807	807
Education, Secondary	318	492	810	507	1,074	1,581	327	984	1,311	384	1,149	1,533	312	-	312
Exercise Science	-	-	-	345	371	716	219	273	492	318	582	900	696	930	1,626
General Studies	244	167	411	319	223	542	33	-	33	-	32	32	44	38	82
Health	154	496	650	504	747	1,251	543	848	1,391	641	788	1,429	756	797	1,553
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	18	17	35	10	12	22	-	6	6	3	3	6	5	-	5
Physical Education	4,535	4,391	8,926	4,329	3,211	7,540	6,001	3,413	9,414	3,742	3,339	7,081	3,936	3,678	7,614
PE, Teacher Ed.	-	-	-	-	-	-	402	454	856	372	551	923	477	628	1,105
Social Work	1,824	1,877	3,701	2,176	2,141	4,317	1,824	2,356	4,180	2,683	2,594	5,277	2,731	2,558	5,289
Totals	14,056	14,660	28,716	15,717	14,435	30,152	15,288	14,738	30,026	14,676	15,702	30,378	15,546	15,966	31,512
Percent of Total	16.4%	17.6%	17.0%	17.7%	16.9%	17.3%	17.3%	17.1%	17.2%	16.1%	17.6%	16.8%	16.7%	17.6%	17.1%
Grand Totals	85,778	83,418	169,196	89,032	85,480	174,512	88,403	86,270	174,673	91,379	89,185	180,564	93,253	90,601	183,854

LD =100 & 200 level; UD=300 & 400 level; Grad=400G & above.

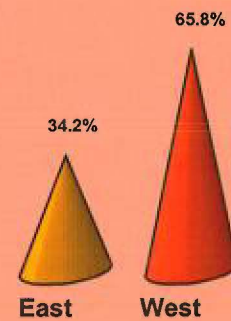
Source: Credit Hour Production- Summary by Discipline

Undergraduate Enrollment & Demographics

Undergraduate Age Distribution: Fall 2006



Fall 2006 Total MD
UG Residents:
Eastern/Western Shores



Undergraduate Enrollment by Sex: Fall 1996, 2002-2006

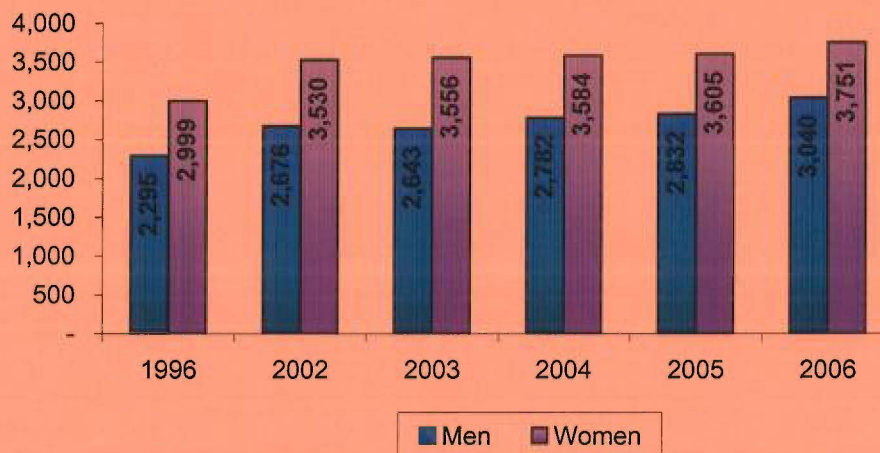


Table 1:

Total UNDERGRADUATE Enrollment: 1996, 2002 - 2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	5,294	6,206	6,199	6,366	6,437	6,791	1,497
% Annual Growth	-0.8%	2.4%	-0.1%	2.7%	1.1%	5.5%	
Total Men	2,295	2,676	2,643	2,782	2,832	3,040	745
% Men	43.4%	43.1%	42.6%	43.7%	44.0%	44.8%	32%
Total Women	2,999	3,530	3,556	3,584	3,605	3,751	752
% Women	56.6%	56.9%	57.4%	56.3%	56.0%	55.2%	25%
F.T.E.S.	4,738	5,697	5,668	5,860	5,977	6,338	1,600
% Annual Growth	0.1%	3.2%	-0.5%	3.4%	2.0%	6.0%	34%
Full-Time Students	4,386	5,439	5,434	5,648	5,798	6,117	1,731
Men	1,895	2,378	2,332	2,466	2,546	2,745	850
Women	2,491	3,061	3,102	3,182	3,252	3,372	881
% Full-Time	82.8%	87.6%	87.7%	88.7%	90.1%	90.1%	39%
Average Age, FT Students	N/A	20.8	20.7	20.8	20.8	20.7	
Part-Time Students	908	767	765	718	639	674	(234)
Men	400	298	311	316	286	295	(105)
Women	508	469	454	402	353	379	(129)
% Part-Time	17.2%	12.4%	12.3%	11.3%	9.9%	9.9%	-26%
Average Age, PT Students	N/A	29.0	27.0	26.7	26.9	26.9	
Average Student Age	N/A	21.8	21.5	21.4	21.4	21.3	

Figure 1:

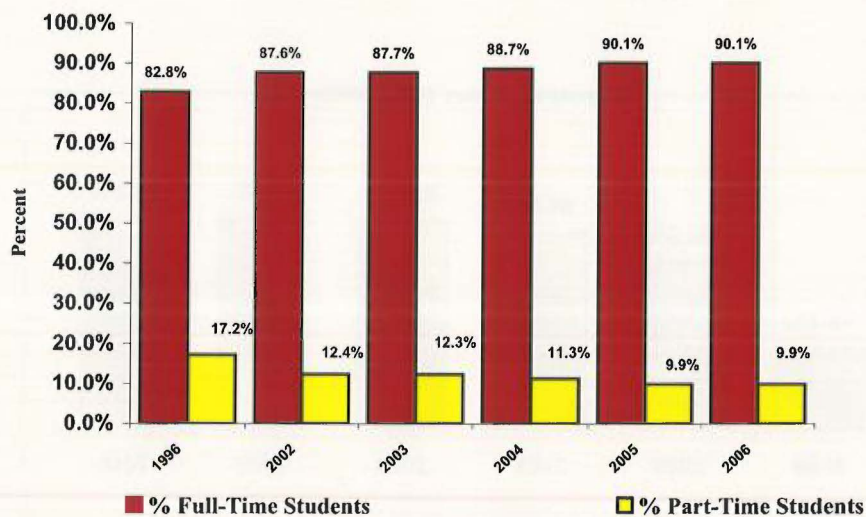
Percent Full- and Part-Time UG Enrollment,
Fall 1996, Fall 2002-Fall 2006

Table 2:

Total Undergraduate Demographics: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	5,294	6,206	6,199	6,366	6,437	6,791	1,497
Total Residing on Campus	1,715	1,645	1,669	1,704	1,690	1,700	(15)
Total Commuters	3,579	4,561	4,530	4,662	4,747	5,091	1,512
% Residing On Campus	32.4%	26.5%	26.9%	26.8%	26.3%	25.0%	
MD Residents	4,034	5,126	5,255	5,457	5,525	5,824	1,790
% MD Residents	76.2%	82.6%	84.8%	85.7%	85.8%	85.8%	44%
Out-of-State	1,224	1,026	891	876	875	921	(303)
Nonresident Alien	34	49	52	31	34	43	9
Other ¹	2	5	1	2	3	3	1
African-American	406	495	507	621	645	721	315
American Indian	20	19	20	20	20	26	6
Asian/Pacific Islander	68	127	161	167	167	173	105
Hispanic	57	108	124	146	160	175	118
Nonresident Alien	34	49	52	31	34	43	9
White	4,709	5,123	4,922	5,019	5,110	5,406	697
Unknown	-	285	413	362	301	247	247
Total	5,294	6,206	6,199	6,366	6,437	6,791	1,497
Total Known Minority	551	749	812	954	992	1,095	544
Total Known Min + NRA	585	798	864	985	1,026	1,138	553
Known Minority	10.4%	12.6%	14.0%	15.9%	16.2%	16.7%	98.7%
Minority + Nonresident Alien	11.1%	13.5%	14.9%	16.4%	16.7%	17.4%	94.5%
Unknown	0.0%	4.6%	6.7%	5.7%	4.7%	3.6%	-
Average Age of all students	N/A	21.8	21.5	21.4	21.4	21.3	

NOTES: ¹Students with "OTHER" residence detailed on Glossary page.

Figure 2:

Percent In-State: 1996, 2002-2006

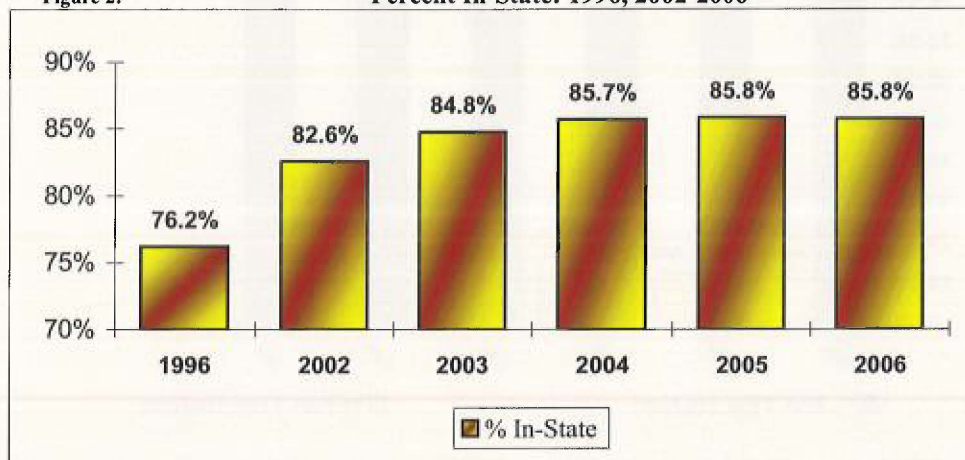


Figure 2.1

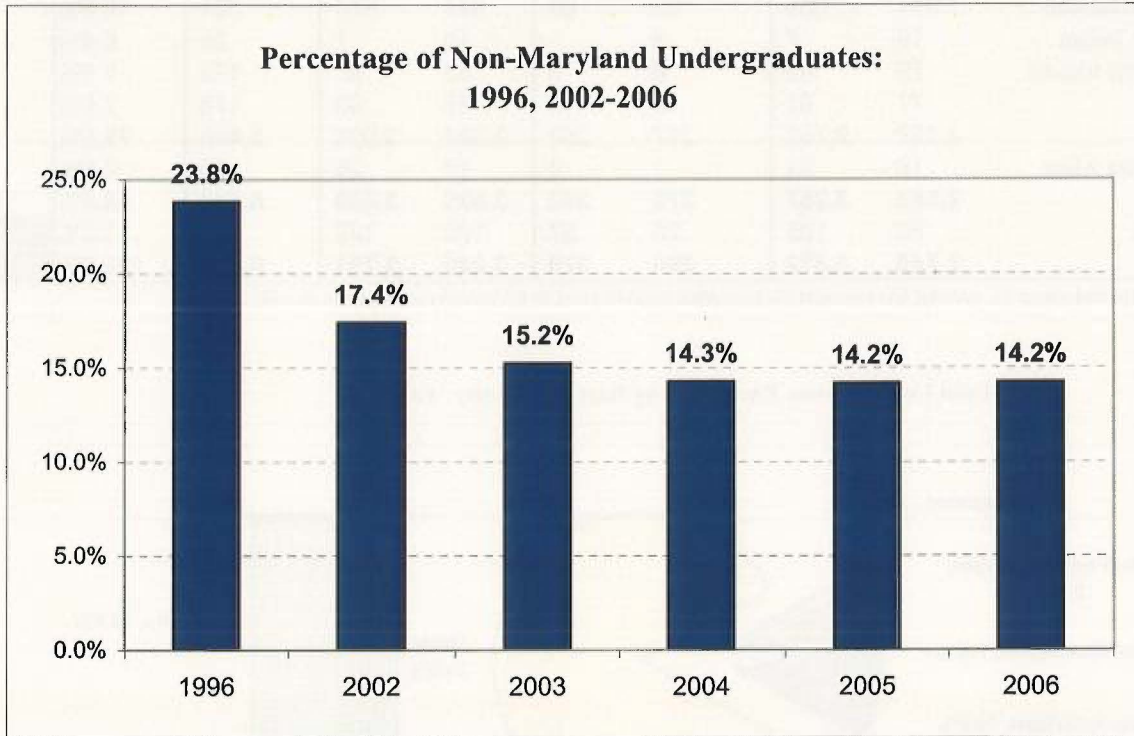


Figure 2.2

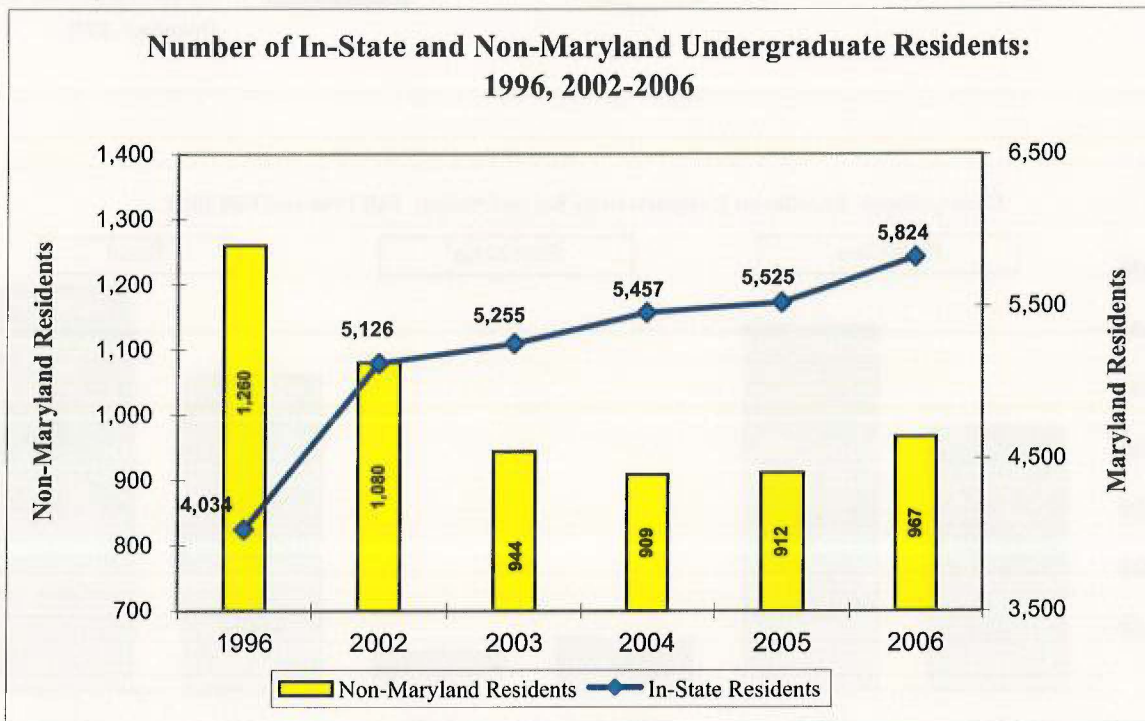


Table 3: Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2006

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	314	305	33	69	347	374	721	10.6%	11.0%
American Indian	16	7	3	-	19	7	26	0.4%	0.4%
Asian/Pacific Islander	75	82	8	8	83	90	173	2.5%	2.6%
Hispanic	77	82	8	8	85	90	175	2.6%	2.7%
White	2,167	2,769	217	253	2,384	3,022	5,406	79.6%	82.6%
Nonresident Alien	16	22	1	4	17	26	43	0.6%	0.7%
Subtotal	2,665	3,267	270	342	2,935	3,609	6,544	96.4%	100.0%
Unknown	80	105	25	37	105	142	247	3.6%	
TOTAL	2,745	3,372	295	379	3,040	3,751	6,791	100.0%	

¹Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 3: Total Undergraduate Enrollment by Race & Ethnicity: Fall 2006

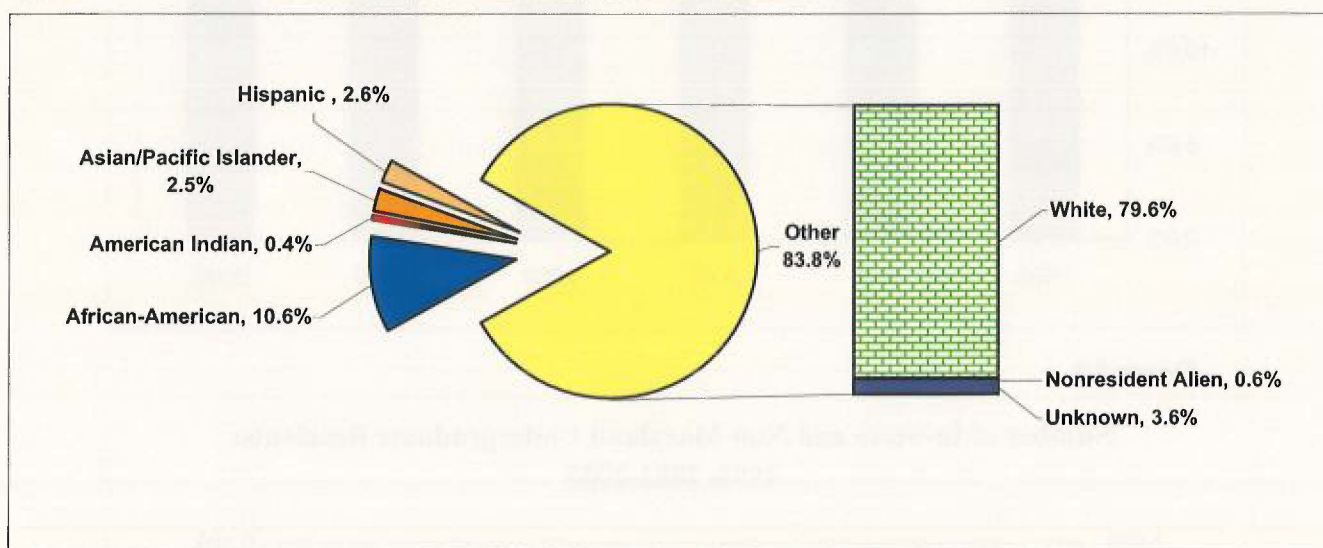


Figure 4: Undergraduate Enrollment Comparison by Sex and Status: Fall 1996 and Fall 2006

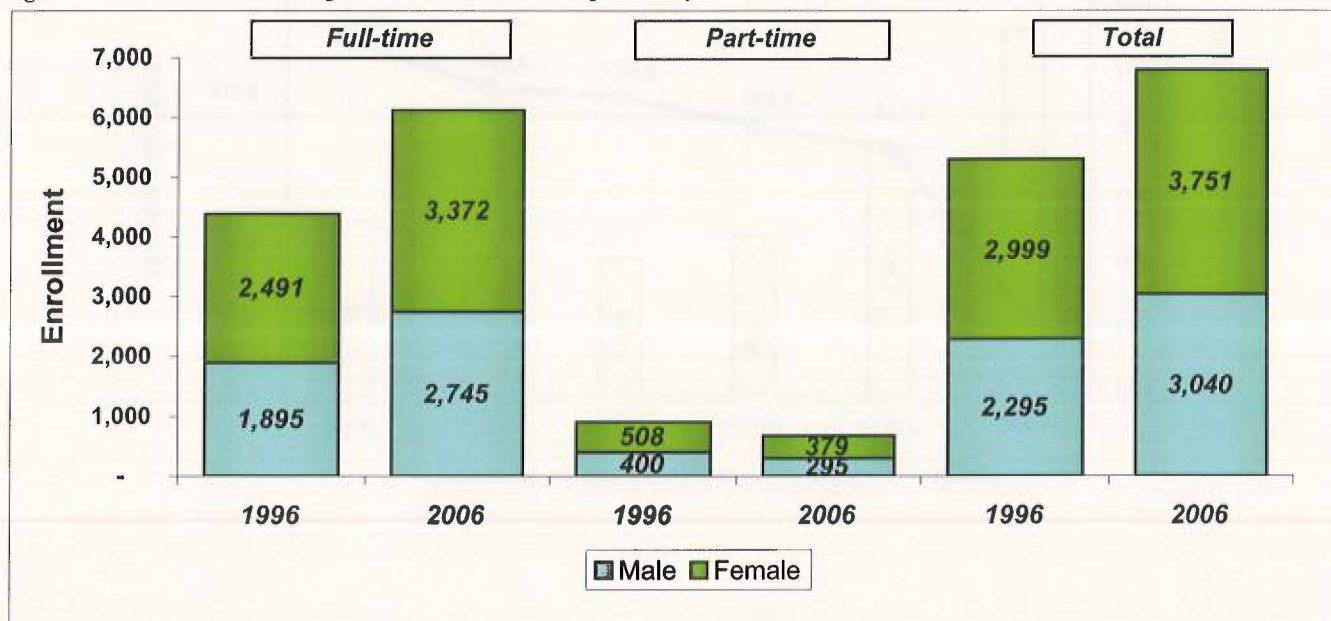


Figure 5:

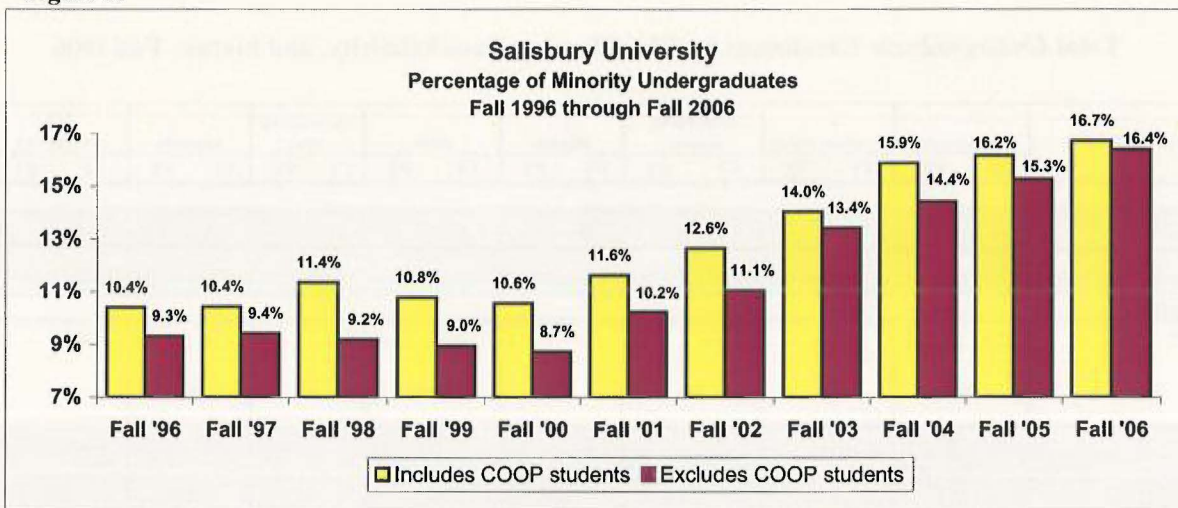


Figure 6:

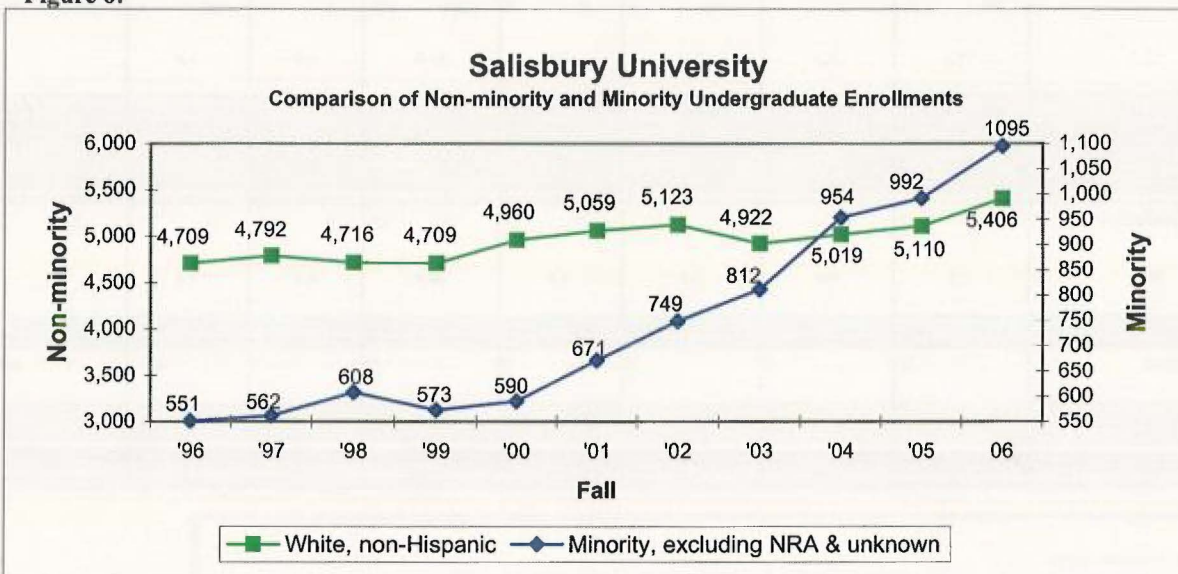


Figure 7:

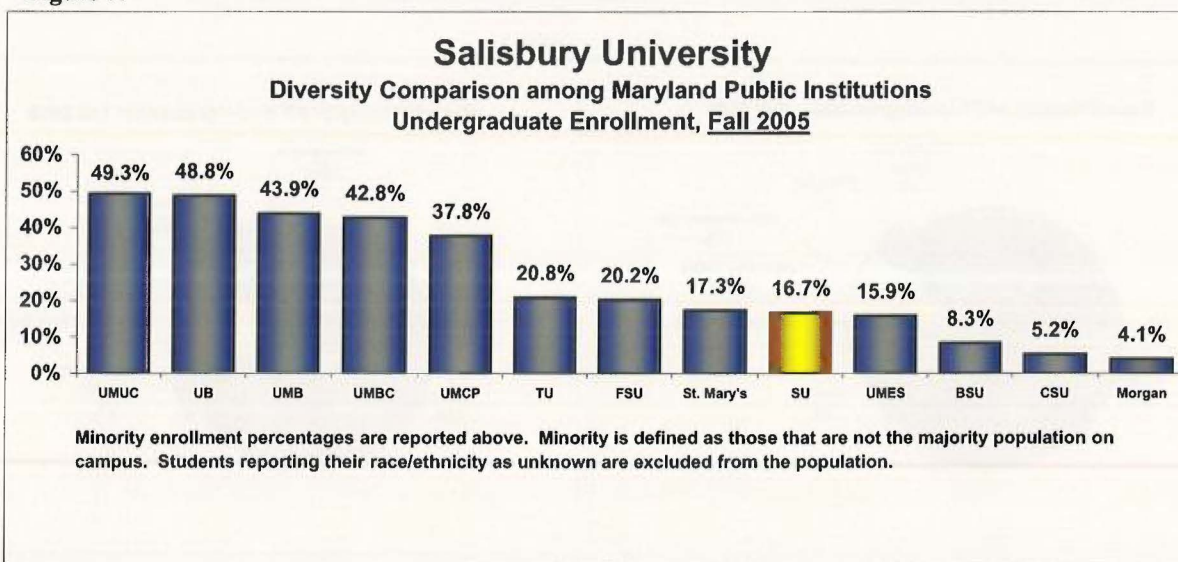


Table 4:

Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2006

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Students¹	125	-	5	-	34	1	30	-	822	4	6	-	6	-	1,028	5	1,033
%	12.2		0.5		3.4		2.9		80.4		0.0		0.6				
Undergraduates																	
Freshmen	218	2	7	-	54	2	49	2	1,293	24	12	1	14	1	1,647	32	1,679
%	13.2		0.4		3.4		3.1		79.1		0.1		0.8				
Sophomores	132	15	4	-	27	-	31	2	1,317	46	7	1	28	-	1,546	64	1,610
%	9.3		0.3		1.7		2.1		86.2		0.0		1.7				
Juniors	159	31	4	-	32	3	41	2	1,241	84	8	1	65	6	1,550	127	1,677
%	11.8		0.2		2.2		2.7		82.5		0.0		3.9				
Seniors	105	13	8	1	44	5	35	4	1,025	120	6	-	77	11	1,300	154	1,454
%	8.6		0.7		3.6		2.9		83.8		0.0		5.3				
Second Bachelor's	5	2	-	-	-	-	3	-	57	24	4	1	1	2	70	29	99
%	7.3		0.0		0.0		3.1		84.4		0.0		1.0				
Subtotal	619	63	23	1	157	10	159	10	4,933	298	37	4	185	20	6,113	406	6,519
Non-Degree	-	39	-	2	-	6	-	6	3	172	1	1	-	42	4	268	272
Total Undergraduates	619	102	23	3	157	16	159	16	4,936	470	38	5	185	62	6,117	674	6,791
%	11.0%		0.4%		2.6%		2.7%		82.6%		0.7%		3.6%				

Notes:¹Included in freshmen figure.

Percentage of African-American through White plus Nonresident Alien are a percentage of the known population

Percentage of Unknown is a percentage of the total population.

Figure 8:

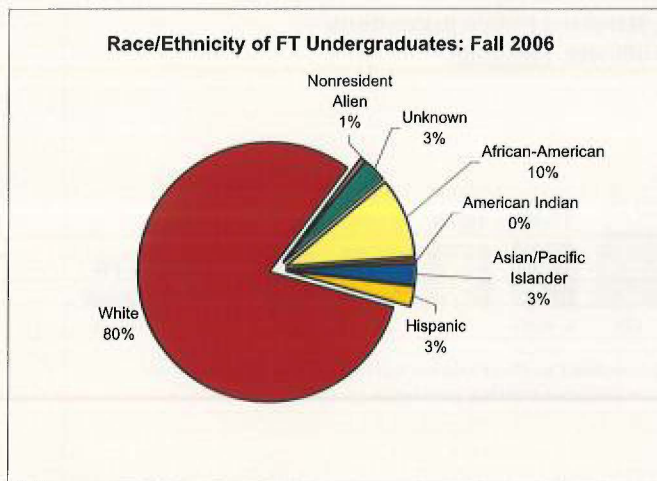


Figure 9:

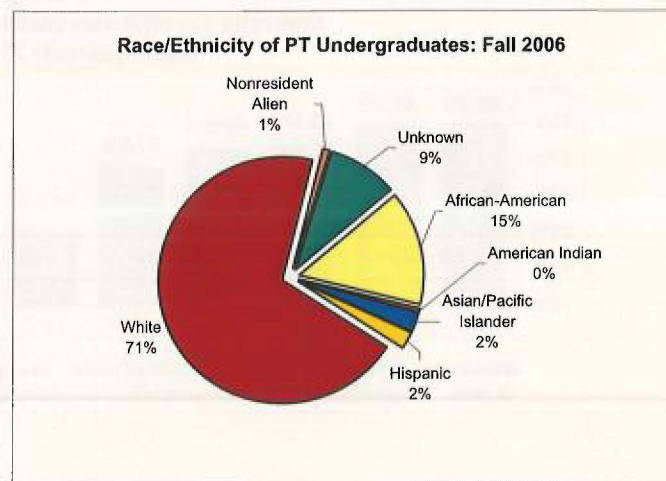


Table 5: Total Undergraduates by Age and Sex: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006
Total Headcount	5,294	6,206	6,199	6,366	6,437	6,791
Total 20 and Younger ¹	2,303	3,169	3,193	3,230	3,320	3,477
Men	922	1,293	1,277	1,340	1,430	1,482
Women	1,381	1,876	1,916	1,890	1,890	1,995
% 20 and Younger	43.5%	51.1%	51.5%	50.7%	51.6%	51.2%
Total 21-24 Yrs Old ²	2,040	2,343	2,395	2,557	2,571	2,761
Men	973	1,118	1,123	1,229	1,189	1,334
Women	1,067	1,225	1,272	1,328	1,382	1,427
% 21-24	38.5%	37.8%	38.6%	40.2%	39.9%	40.7%
Total 25-29 Yrs Old	438	292	285	268	263	274
Men	248	134	139	116	121	129
Women	190	158	146	152	142	145
% 25-29	8.3%	4.7%	4.6%	4.2%	4.1%	4.0%
Total 30-34 Yrs Old	202	124	114	124	94	93
Men	67	48	43	48	36	36
Women	135	76	71	76	58	57
% 30-34	3.8%	2.0%	1.8%	1.9%	1.5%	1.4%
Total 35-39 Yrs Old	130	98	72	70	72	59
Men	34	27	20	16	24	20
Women	96	71	52	54	48	39
% 35-39	2.5%	1.6%	1.2%	1.1%	1.1%	0.9%
Total 40-49 Yrs Old	139	126	102	76	75	85
Men	45	39	31	20	17	20
Women	94	87	71	56	58	65
% 40-49	2.6%	2.0%	1.6%	1.2%	1.2%	1.3%
Total 50-59 Yrs Old	26	35	29	29	32	29
Men	7	8	7	7	9	10
Women	19	27	22	22	23	19
% 50-59	0.5%	0.6%	0.5%	0.5%	0.5%	0.4%
Total 60 and older	16	19	9	12	10	13
Men	8	9	3	6	6	9
Women	8	10	6	6	4	4
% 60 and older	0.3%	0.3%	0.1%	0.2%	0.2%	0.2%
Average Age						
ALL STUDENTS	N/A	21.8	21.5	21.4	21.4	21.3
Men	N/A	21.7	21.4	21.3	21.3	21.3
Women	N/A	21.9	21.6	21.6	21.5	21.4

% 21 & Older

2002 2006
48.9% 48.8%

Table 6: Total Undergraduate Enrollment by County of Residence: 1996, 2002-2006

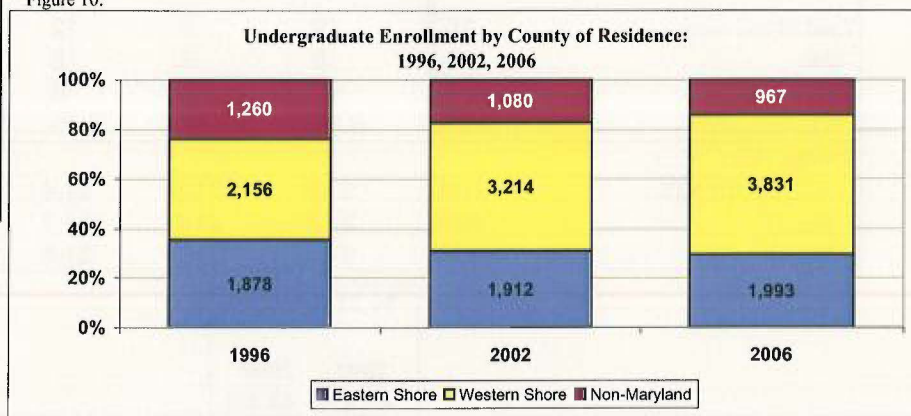
Fall Semesters	1996	2002	2003	2004	2005	2006	% Change Since 2002	10-yr chng
Total Headcount	5,294	6,206	6,199	6,366	6,437	6,791	9.4%	1,497
Allegany	10	13	11	10	10	12	-7.7%	2
Anne Arundel	405	526	511	563	602	612	16.3%	207
Baltimore	300	431	444	468	480	513	19.0%	213
Baltimore City	15	20	29	50	48	49	145.0%	34
Calvert	68	121	132	166	175	157	29.8%	89
Caroline	88	96	88	89	110	108	12.5%	20
Carroll	113	184	191	191	200	246	33.7%	133
Cecil	89	140	132	132	123	126	-10.0%	37
Charles	104	117	116	127	125	124	6.0%	20
Dorchester	130	132	121	120	118	124	-6.1%	(6)
Frederick	150	261	261	223	248	252	-3.4%	102
Garrett	6	8	7	8	6	6	-25.0%	-
Harford	214	254	261	301	292	336	32.3%	122
Howard	147	284	311	330	343	370	30.3%	223
Kent	23	16	27	34	42	45	181.3%	22
Montgomery	249	511	547	570	607	627	22.7%	378
Prince George's	255	269	278	299	326	317	17.8%	62
Queen Anne's	69	89	122	118	98	100	12.4%	31
St. Mary's	69	107	86	85	78	95	-11.2%	26
Somerset	113	111	113	110	90	99	-10.8%	(14)
Talbot	85	94	97	94	87	85	-9.6%	-
Washington	51	108	96	126	124	115	6.5%	64
Wicomico	902	893	916	882	837	899	0.7%	(3)
Worcester	379	341	358	361	356	407	19.4%	28
Unknown	-	-	-	-	-	-	-	-
Total for MD	4,034	5,126	5,255	5,457	5,525	5,824	13.6%	1,790
Out-of-State	1,224	1,026	891	876	875	921	-10.2%	(303)
Nonresident Alien	34	49	52	31	34	43	-12.2%	9
Other Foreign	2	5	1	2	3	3	0.0%	1

NOTES: See Glossary for additional details.

Primary Feeder Counties & Percentages based on MD Total	
Wicomico	15.4%
Montgomery	10.8%
Anne Arundel	10.5%
Baltimore	8.8%
Worcester	7.0%
Howard	6.4%
Harford	5.8%
Prince George's	5.4%
Frederick	4.3%
Carroll	4.2%
TOTAL	78.6%

Region	1996		2002		2006	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	1,878	35.5%	1,912	30.8%	1,993	29.3%
Western Shore	2,156	40.7%	3,214	51.8%	3,831	56.4%
Non-Maryland	1,260	23.8%	1,080	17.4%	967	14.2%

Figure 10:



Maryland Undergraduate Enrollment by County (5,824) Fall 2006 Maryland Map

Figure 11:

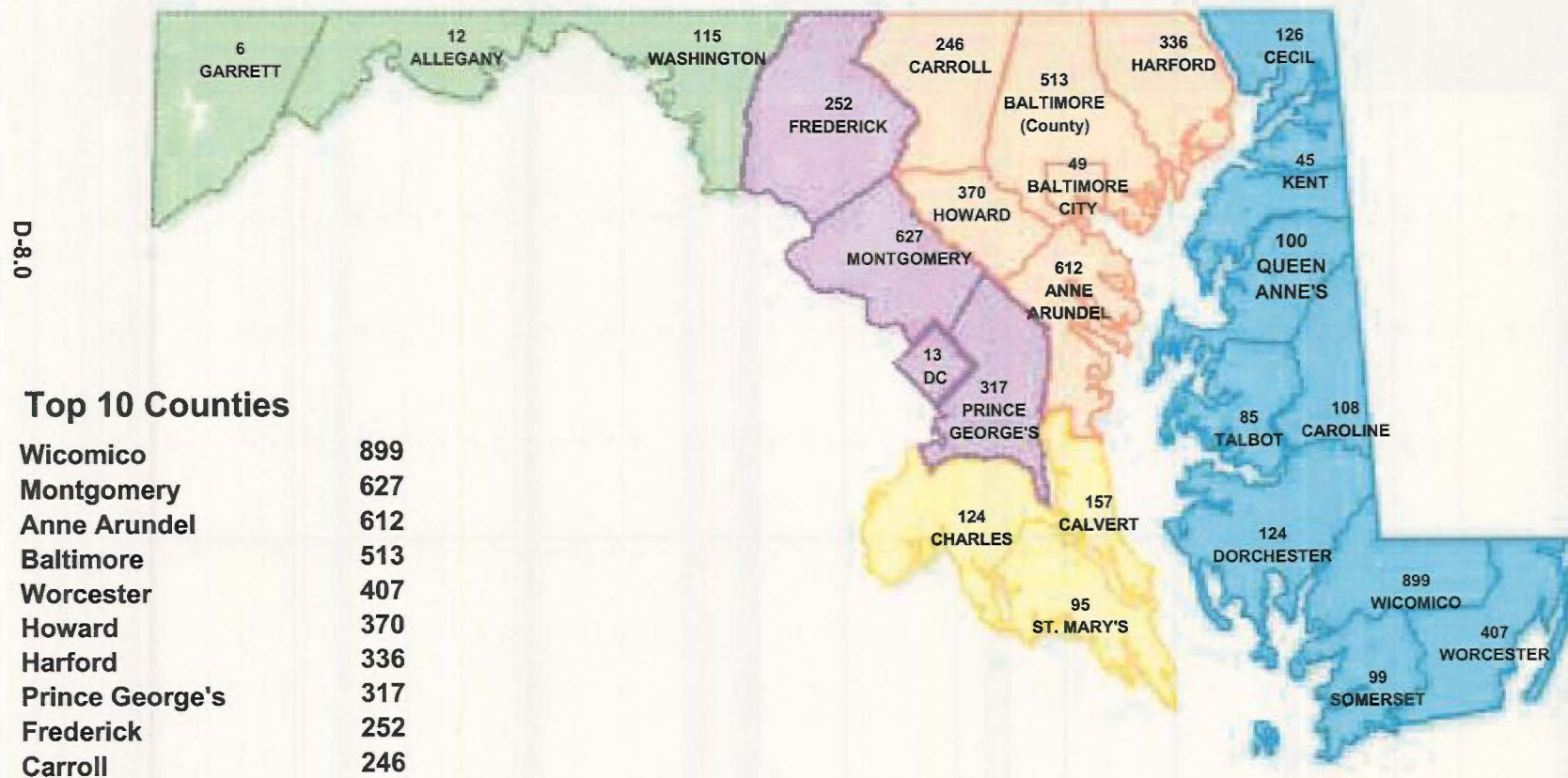


Table 7: Total Undergraduate Enrollment by State: 1996, 2002-2006

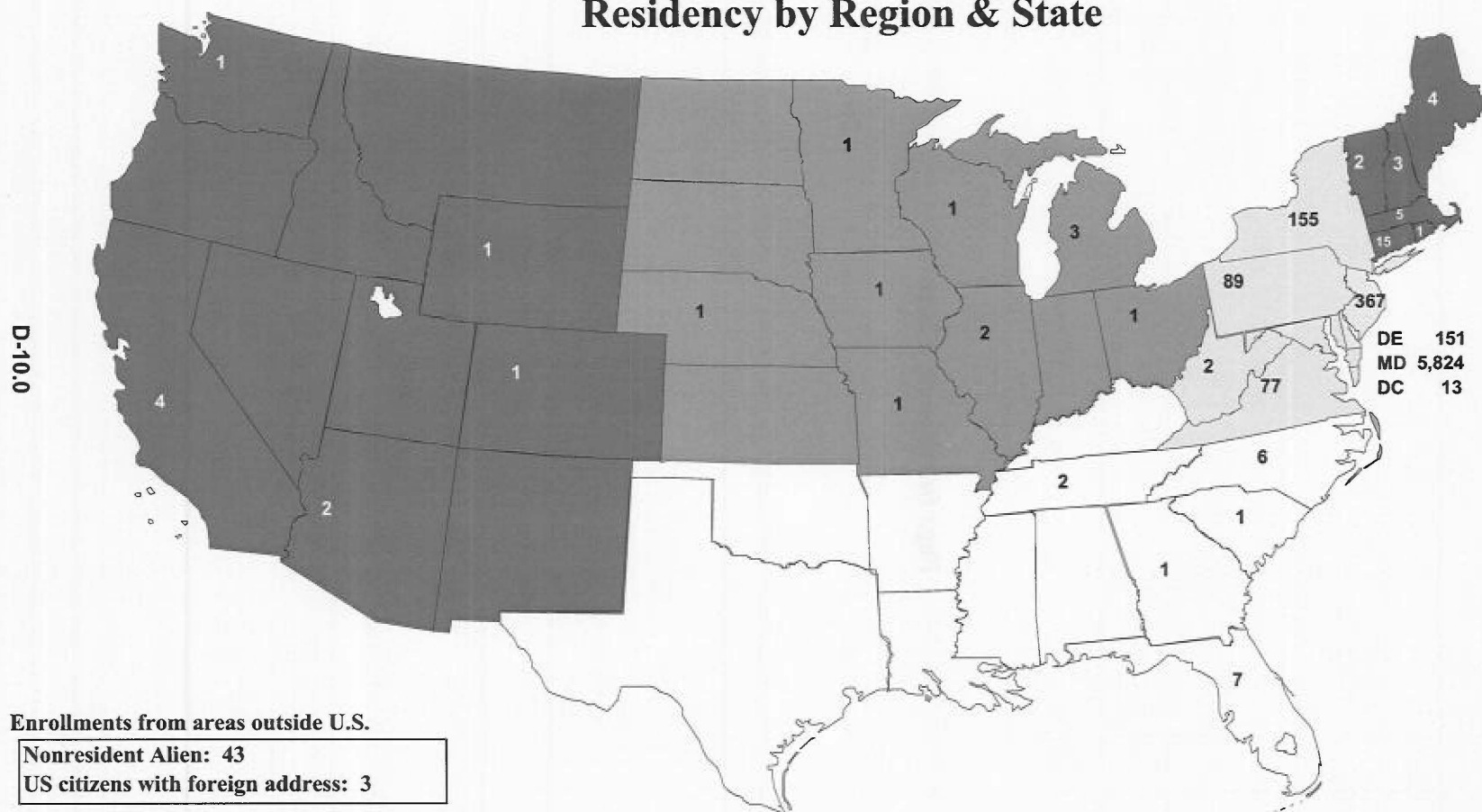
Fall Semesters	1996	2002	2003	2004	2005	2006	Top Feeder States	% Change Since 2002	10-yr Chng
Total Headcount	5,294	6,206	6,199	6,366	6,437	6,791		9.4%	1,497
Alabama	-	-	1	1	-	-			
Alaska	-	-	-	-	-	-			
Arizona	-	-	-	-	-	2			
Arkansas	-	-	-	-	-	-			
California	2	10	8	9	5	4			
Colorado	1	1	-	-	2	1			
Connecticut	22	19	13	15	14	15			
Delaware	222	171	144	137	152	151	2.2%	-11.7%	(71)
District of Columbia	6	5	8	13	11	13			
Florida	2	5	3	4	4	7			
Georgia	1	-	-	1	-	1			
Hawaii	-	2	-	-	1	-			
Illinois	1	5	2	2	1	2			
Indiana	-	-	-	-	-	-			
Iowa	1	-	1	-	-	1			
Kansas	-	-	-	-	-	-			
Kentucky	1	-	1	-	-	-			
Louisiana	-	-	-	-	-	-			
Maine	1	2	3	5	3	4			
Maryland	4,034	5,126	5,255	5,457	5,525	5,824	85.8%	13.6%	1,790
Massachusetts	7	7	6	6	5	5			
Michigan	4	1	1	2	3	3			
Minnesota	-	3	3	2	2	1			
Mississippi	1	-	-	-	-	-			
Missouri	-	2	1	1	1	1			
Montana	-	-	1	1	-	-			
Nebraska	-	1	1	1	1	1			
New Hampshire	4	6	3	2	2	3			
New Jersey	420	361	334	329	344	367	5.4%	1.7%	(53)
New Mexico	1	-	-	-	-	-			
New York	273	206	165	146	131	155	2.3%	-24.8%	(118)
North Carolina	1	1	3	2	3	6			
North Dakota	1	4	-	-	-	-			
Ohio	4	2	3	2	2	1			
Oklahoma	2	1	-	-	-	-			
Oregon	1	-	-	1	-	-			
Pennsylvania	121	111	90	110	98	89	1.3%	-19.8%	(32)
Rhode Island	-	-	-	-	-	1			
South Carolina	2	1	-	1	1	1			
South Dakota	2	-	-	-	-	-			
Tennessee	1	3	-	1	-	2			
Texas	2	3	1	1	-	-			
Vermont	-	4	3	3	2	2			
Virginia	110	81	85	73	81	77	1.1%	-4.9%	(33)
Washington	-	3	1	-	-	1			
West Virginia	2	2	3	3	3	2			
Wisconsin	-	3	3	2	2	1			
Wyoming	-	-	-	-	1	1			
Puerto Rico	1	-	-	-	-	-			
Virgin Islands	2	-	-	-	-	-			
International Countries	34	49	52	31	34	43	0.6%	-12.2%	9
Other Nonresident Alien	2	5	1	2	3	3			

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 12

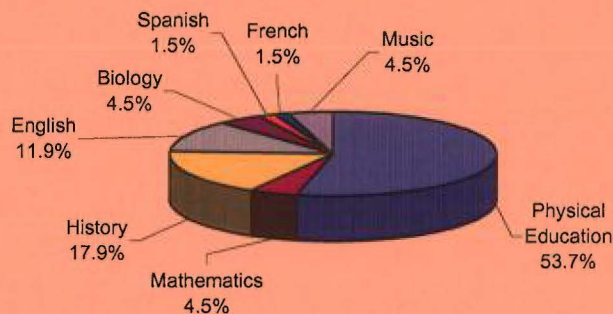
FALL 2006 **Undergraduate Enrollment (6,791)** **Residency by Region & State**



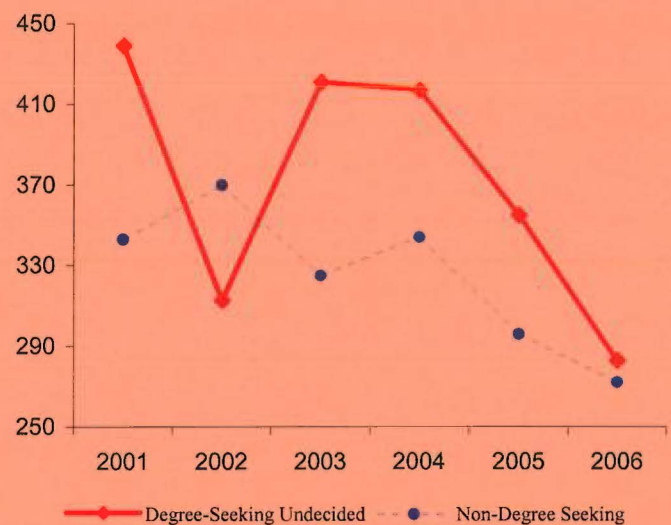
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Program Enrollments, Degrees, and Student Credit Hours: Undergraduate Summaries

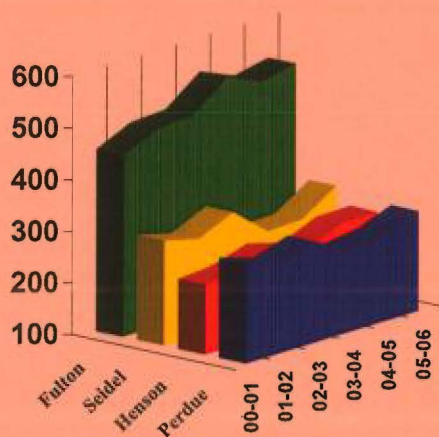
**Percentage of Undergraduate Degrees Awarded with Secondary
Education Track: 2005-2006**



**Undergraduate Enrollment:
Degree- Seeking Undecided
and
Non-Degree Seeking
Fall 2001 - Fall 2006**



**UG Degrees Awarded by School
2000-01 through 2005-06**



	00-01	01-02	02-03	03-04	04-05	05-06
Perdue	294	272	295	256	266	293
Henson	235	242	263	244	273	274
Seidel	304	286	318	260	262	307
Fulton	452	483	488	541	512	527

Table 1:

Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2006

Program	Freshman FT	PT	Sophomore FT	PT	Junior FT	PT	Senior FT	PT	Second Bachelor FT	PT	Unclassified FT	PT	Total Full-Time	Total Part-Time	Total Enrollment	% of School		
Fulton School of Liberal Arts																		
Art	5	-	14	-	29	-	23	3	2	1			73	4	77	3.9%		
Art (B.F.A.)	41	3	27	-	43	3	26	5	2	1		139	12	151	7.7%			
Communication Arts	81	-	111	3	156	10	103	11	-	-		451	24	475	24.4%			
Conflict Resolution	4	-	9	1	9	-	12	1	-	-		34	2	36	1.8%			
English	38	-	49	-	51	6	25	13	1	-		164	19	183	9.4%			
Engl for Spkrs of Oth Lng	-	-	-	-	3	-	1	-	-	-		4	0	4	0.2%			
Environmental Issues	8	-	4	1	1	1	2	1	-	-		15	3	18	0.9%			
French	1	-	2	-	-	-	1	-	-	-		4	0	4	0.2%			
History	42	-	48	4	55	6	57	6	2	1		204	17	221	11.3%			
Interdisciplinary Studies	4	-	6	1	26	3	31	8	-	1		67	13	80	4.1%			
International Studies	10	-	10	-	9	1	10	1	-	-		39	2	41	2.1%			
Music	12	1	9	2	5	1	7	-	-	-		33	4	37	1.9%			
Philosophy	3	-	10	-	19	3	10	2	-	-		42	5	47	2.4%			
Political Science	40	1	34	-	20	1	27	3	-	-		121	5	126	6.5%			
Psychology	87	1	76	2	90	2	67	8	1	-		321	13	334	17.1%			
Sociology	13	-	16	-	11	2	9	-	-	-		49	2	51	2.6%			
Spanish	7	-	4	1	10	-	13	2	1	1		35	4	39	2.0%			
Theatre	5	-	4	1	10	-	5	1	-	-		24	2	26	1.3%			
Subtotal	401	6	433	16	547	39	429	65	9	5		1,819	131	1,950	100.0%			
Henson School of Science & Technology																		
Biology	160	1	95	1	90	5	93	13	3	2			441	22	463	33.1%		
Chemistry	29	1	28	1	18	1	13	1	1	-		89	4	93	6.7%			
CLS/Medical Technology	6	1	9	1	6	1	8	-	2	-		31	3	34	2.4%			
Computer Science	34	-	22	1	11	1	9	2	-	-		76	4	80	5.7%			
Environmental Health	1	-	5	-	4	-	4	1	1	-		15	1	16	1.1%			
Geography	11	1	24	-	24	-	19	3	-	1		78	5	83	5.9%			
Mathematics	23	1	15	1	24	3	26	4	-	-		88	9	97	6.9%			
Nursing	107	3	108	5	86	8	61	3	37	3		399	22	421	30.1%			
Physics	12	-	11	-	11	-	4	2	-	-		38	2	40	2.9%			
Respiratory Therapy	4	-	5	-	26	4	27	1	1	2		63	7	70	5.0%			
Subtotal	387	8	322	10	300	23	264	30	45	8		1,318	79	1,397	100.0%			
Perdue School of Business																		
Accounting	38	1	62	1	73	6	54	9	4	7				231	24	255	15.6%	
Business Administration	268	5	251	8	75	11	14	2	1	1			609	27	636	38.8%		
Economics	7	-	9	1	8	-	6	1	-	-			30	2	32	2.0%		
Finance	14	1	28	1	33	3	56	8	2	3			133	16	149	9.1%		
Information Systems	10	-	13	1	22	2	29	4	1	1			75	8	83	5.1%		
Management	22	2	36	1	87	-	76	6	-	-			221	9	230	14.0%		
Marketing	47	1	58	4	77	4	56	7	-	-			238	16	254	15.5%		
Subtotal	406	10	457	17	375	26	291	37	8	12			1,537	102	1,639	100.0%		
Seidel School of Education and Professional Studies																		
Athletic Training	59	-	18	2	12	-	13	-	2	-				104	2	106	8.5%	
Early Childhood Education	25	-	31	-	35	2	40	-	1	1			132	3	135	10.8%		
Elementary Education	99	1	90	6	111	13	127	8	2	1			429	29	458	36.6%		
Exercise Science	36	1	48	1	63	1	53	3	-	1			200	7	207	16.6%		
Health Education	2	-	2	1	7	1	4	-	-	-			15	2	17	1.4%		
Physical Education	43	1	38	1	29	1	51	1	2	-			163	4	167	13.4%		
Social Work	12	-	36	6	53	19	25	9	-	-			126	34	160	12.8%		
Subtotal	276	3	263	17	310	37	313	21	7	3			1,169	81	1,250	100.0%		
Undeclared major ¹	177	5	71	4	18	2	3	1	1	1			270	13	283			
Unclassified ²													4	268	4	268	272	
TOTAL	1,647	32	1,546	64	1,550	127	1,300	154	70	29			4	268	6,117	674	6,791	

¹Degree-Seeking Students who have not declared a major.²Non-Degree Seeking Students

Table 2: Undergraduate Enrollment by School & Discipline: Fall 1996, Fall 2002 through Fall 2006

School and Degree Program	Fall 1996	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change 2002-2006	1 Year Change	5 Year ³ Average	10-yr chng
Fulton School of Liberal Arts										
Art	95	191	179	179	112	77	-59.7%	-31.3%	148	-18.9%
Art (B.F.A.)	4	9	19	22	93	151	1578%	62.4%	59	3675%
Communication Arts	279	483	446	451	441	475	-1.7%	7.7%	459	70.3%
Conflict Resolution	-	18	26	20	33	36	100%	9.1%	27	-
English	137	163	165	168	174	183	12.3%	5.2%	171	33.6%
English for Speakers of Other Languages	-	-	-	-	-	4	-	-	-	-
Environmental Issues	-	-	-	2	9	18	-	-	-	-
French	8	11	6	8	5	4	-	-	-	-50.0%
History	169	241	267	240	213	221	-8.3%	3.8%	236	30.8%
Interdisciplinary Studies	-	71	92	84	89	80	12.7%	-10.1%	83	-
International Studies	-	2	17	27	37	41	1950%	10.8%	25	-
Liberal Studies	121	19	9	2	1	-	-	-	-	-100%
Music	41	27	23	29	29	37	37.0%	27.6%	29	-9.8%
Philosophy	31	39	39	35	37	47	20.5%	27.0%	39	51.6%
Political Science	91	129	126	126	123	126	-2.3%	2.4%	126	38.5%
Psychology	238	300	289	292	296	334	11.3%	12.8%	302	40.3%
Sociology	46	33	46	42	41	51	54.5%	24.4%	43	10.9%
Spanish	14	30	29	41	46	39	30.0%	-15.2%	37	179%
Theatre	-	13	22	35	29	26	100%	-10.3%	25	-
Subtotal	1,274	1,779	1,800	1,803	1,808	1,950	9.6%	7.9%	1,828	53.1%
Henson School of Science & Technology										
Biology	610	438	386	391	408	463	5.7%	13.5%	417	-24.1%
Chemistry	46	50	51	70	67	93	86.0%	38.8%	66	102%
CLS/Medical Technology	35	24	27	35	39	34	41.7%	-12.8%	32	-2.9%
Computer Science	-	139	142	113	89	80	-42.4%	-10.1%	113	-
Environmental Health	49	37	36	25	17	16	-	-	26	-67.3%
Geography	70	63	60	80	75	83	31.7%	10.7%	72	18.6%
Mathematics	118	99	107	113	105	97	-2.0%	-7.6%	104	-17.8%
Nursing	180	305	341	403	428	421	38.0%	-1.6%	380	134%
Physics	41	81	76	70	62	40	-50.6%	-35.5%	66	-2.4%
Respiratory Therapy	71	28	32	43	54	70	150%	29.6%	45	-1.4%
Subtotal	1,220	1,264	1,258	1,343	1,344	1,397	10.5%	3.9%	1,321	14.5%
Perdue School of Business										
Accounting	258	172	196	202	220	255	48.3%	15.9%	209	-1.2%
Business Administration	639	898	675	527	587	636	-29.2%	8.3%	665	-0.5%
Economics	24	13	13	25	23	32	146%	39.1%	21	33.3%
Finance	-	14	71	111	138	149	964%	8.0%	97	-
Information Systems	80	159	119	97	80	83	-47.8%	3.8%	108	3.8%
Management	-	3	64	155	195	230	7567%	17.9%	129	-
Marketing	-	9	98	164	191	254	2722%	33.0%	143	-
Subtotal	1,001	1,268	1,236	1,281	1,434	1,639	29.3%	14.3%	1,372	63.7%
Seidel School of Education & Professional Studies										
Athletic Training	-	67	71	80	85	106	58.2%	24.7%	82	-
Early Childhood Education	-	3	41	90	117	135	4400%	15.4%	77	-
Elementary Education	631	710	623	538	502	458	-35.5%	-8.8%	566	-27.4%
Exercise Science	-	37	85	98	149	207	459%	38.9%	115	-
Health Education	-	9	17	20	24	17	-	-	-	-
Physical Education	258	232	181	182	163	167	-28.0%	2.5%	185	-35.3%
Social Work	188	154	141	170	160	160	3.9%	0.0%	157	-14.9%
Subtotal	1,077	1,212	1,159	1,178	1,200	1,250	3.1%	4.2%	1,200	16.1%
Undecided ¹	273	313	421	417	355	283	-9.6%	-20.3%	358	3.7%
Unclassified ²	445	370	325	344	296	272	-26.5%	-8.1%	321	-38.9%
Subtotal	718	683	746	761	651	555	-18.7%	-14.7%	679	-22.7%
TOTAL	5,290	6,206	6,199	6,366	6,437	6,791	9.4%	5.5%	6,400	28.4%

¹ Degree-seeking students only.

² Non-degree seeking students.

³ For programs in existence for less than 5 years, average has been calculated accordingly.

Table 3: Secondary Education Track Enrollment By Major and Classification
Fall 2006

Major	FR	SO	JR	SR	USB	Total
Biology	3	4	6	5	-	18
Chemistry	4	-	-	-	-	4
English	10	11	8	10	-	39
French	-	-	-	-	-	-
Health	-	-	-	-	-	-
History	21	20	23	26	2	92
Math	12	8	12	19	-	51
Music	4	5	1	6	-	16
Physical Education	41	34	27	50	2	154
Physics	-	-	-	1	-	1
Spanish	3	1	3	3	-	10
Total	98	83	80	120	4	385

Figure 1:

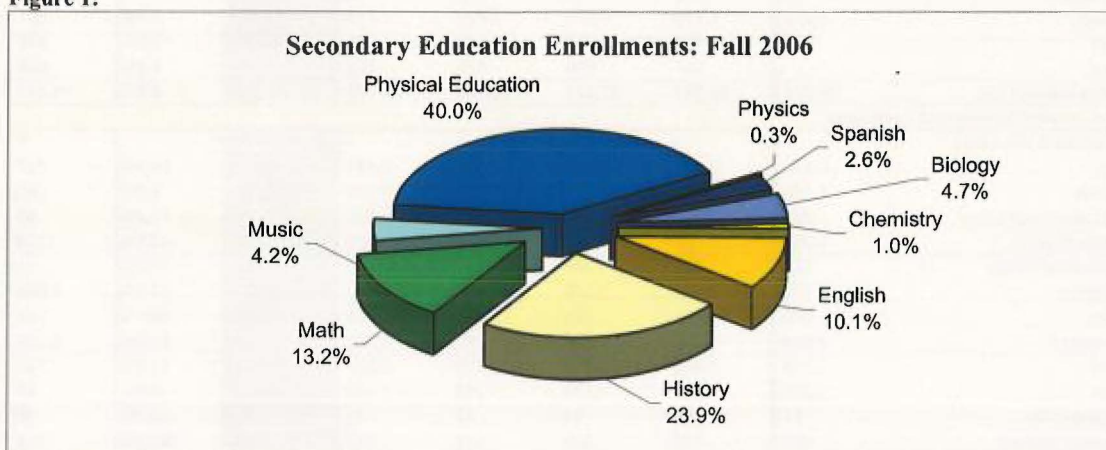


Table 3.1: Secondary Education Track Enrollment By Major and Classification
Fall 2001 - Fall 2006

	2001	2002	2003	2004	2005	2006
Art	7	2	-	-	-	-
Biology	19	17	23	25	18	18
Chemistry	7	4	5	3	-	4
English	51	63	57	48	42	39
French	4	6	3	4	1	-
Health	-	1	-	-	6	-
History	81	115	142	106	80	92
Math	49	48	59	57	51	51
Music	17	14	9	15	13	16
Physical Education	140	120	151	159	145	154
Physics	-	-	2	2	2	1
Spanish	11	11	11	14	10	10
Total	386	401	462	433	368	385

Table 4:

Undergraduate Student Credit Hours by Discipline
Fall Enrollment 1996, 2002-2006

Discipline	1996	2002	2003	2004	2005	2006	% Change 2002-2006	10-yr chnng
Fulton School of Liberal Arts								
Anthropology	435	480	309	453	477	501	4.4%	66
Art	2,026	3,391	3,232	3,319	3,558	3,773	11.3%	1,747
Communication Arts	3,944	4,969	4,632	4,747	4,576	4,624	-6.9%	680
Conflict Analysis & Dispute Res	-	396	561	576	621	826	108.6%	826
Dance	156	366	310	350	376	371	1.4%	215
English	5,172	6,552	6,552	6,588	6,588	7,743	18.2%	2,571
Environmental Issues	-	-	-	-	18	12	-	12
French	249	226	174	286	321	249	10.2%	-
German	122	131	114	122	141	123	-6.1%	1
History	6,237	7,737	7,622	8,022	7,689	7,932	2.5%	1,695
Honors	-	379	414	371	469	432	14.0%	432
Interdisciplinary Studies	448	509	315	351	427	333	-34.6%	(115)
Latin	-	75	-	-	-	-	-	-
Modern Languages	-	180	72	102	108	129	-28.3%	129
Music	867	471	538	743	1,120	1,247	164.8%	380
Music-Applied	270	314	293	249	259	305	-2.9%	35
Philosophy	1,314	1,872	1,629	1,866	1,761	1,728	-7.7%	414
Political Science	1,407	1,597	1,796	1,844	1,473	2,108	32.0%	701
Psychology	4,219	5,027	5,230	5,967	6,177	5,736	14.1%	1,517
Russian	15	54	36	69	78	45	-16.7%	30
Social Science	-	9	9	6	6	3	-	3
Sociology	1,212	1,770	1,875	1,722	1,713	1,809	2.2%	597
Spanish	681	1,107	1,065	1,218	1,289	1,320	19.2%	639
Theatre	-	597	638	875	702	638	6.9%	638
Fulton School Total	28,774	38,209	37,416	39,846	39,947	41,987	9.9%	13,213
Henson School of Science and Technology								
Applied Health Physiology	-	-	-	-	-	6	-	6
Biology	6,464	6,232	6,182	6,566	6,981	7,191	15.4%	727
Chemistry	3,125	2,818	2,641	2,859	2,920	3,063	8.7%	(62)
CLS/Medical Technology	225	161	227	212	285	275	70.8%	50
Computer Science	1,051	1,162	1,587	1,047	885	777	-33.1%	(274)
Environmental Health	243	269	277	250	230	239	-11.2%	(4)
Geography	2,494	2,712	3,005	2,927	3,244	3,574	31.8%	1,080
Geology	240	280	180	192	188	408	45.7%	168
Mathematics	3,848	5,185	5,388	5,785	5,568	6,086	17.4%	2,238
Nursing	1,278	1,805	2,123	2,150	2,231	2,002	10.9%	724
Physics	1,370	1,491	1,530	1,258	1,443	1,438	-3.6%	68
Pre-Engineering	27	39	18	33	42	21	-46.2%	(6)
Respiratory Therapy	683	279	390	612	812	899	222.2%	216
Henson School Total	21,048	22,433	23,548	23,891	24,829	25,979	15.8%	4,931
Perdue School of Business								
Accounting	1,845	2,334	2,403	2,694	2,742	3,483	49.2%	1,638
Business Administration	5,448	885	283	342	324	417	-52.9%	(5,031)
Economics	1,287	1,608	1,534	1,611	1,479	1,995	24.1%	708
Finance	-	1,170	1,074	1,311	1,407	1,638	40.0%	1,638
Info. Systems	681	2,267	2,294	2,307	2,339	2,538	12.0%	1,857
Management	-	1,689	1,835	2,046	2,163	2,298	36.1%	2,298
Marketing	-	1,713	1,667	1,719	1,740	1,911	11.6%	1,911
Perdue School Total	9,261	11,666	11,090	12,030	12,194	14,280	22.4%	5,019
Seidel School of Education and Professional Studies								
Athletic Trainer	-	254	210	275	210	302	18.9%	302
Education, Early Childhood	-	48	84	306	468	444	825.0%	444
Education, Elementary	3,018	3,501	2,475	2,571	2,517	2,040	-41.7%	(978)
Education, General	2,422	1,874	1,704	1,802	1,677	1,728	-7.8%	(694)
Education, Secondary	363	507	324	384	306	363	-28.4%	-
Exercise Science	-	345	219	318	696	759	120.0%	759
General Studies	146	319	33	-	44	138	-56.7%	(8)
Health	264	504	543	641	756	951	88.7%	687
Leisure Studies	69	-	-	-	-	-	-	(69)
Military Science	126	10	-	3	5	-	-	(126)
Physical Education	3,867	4,329	5,998	3,741	3,932	4,028	-7.0%	161
Physical Education, Teacher Ed	-	-	402	372	470	482	-	482
Science Education	52	-	-	-	-	-	-	(52)
Social Work	1,662	1,457	981	1,713	1,606	1,592	9.3%	(70)
Seidel School Total	11,989	13,148	12,973	12,126	12,687	12,827	-2.4%	838
TOTALS	71,072	85,456	85,027	87,893	89,657	95,073	11.3%	24,001
Total FTES	4,738	5,697.1	5,668.5	5,859.5	5,977.1	6,338.2	11.3%	1,600

FTES is undergraduate credit hours divided by 15.

Table 1:

UNDERGRADUATE Degrees Awarded by School and Honors
2001-02 through 2005-06

School	2001-2002		2002-03		2003-04		2004-05		2005-06	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fulton School of Liberal Arts										
Art	31	2.4%	37	2.7%	41	3.2%	27	2.1%	32	2.3%
Art (Fine)	2	0.2%	11	0.8%	15	1.2%	17	1.3%	25	1.8%
Communication Arts	129	10.1%	143	10.5%	135	10.4%	131	10.0%	142	10.1%
Conflict Analysis/Dispute Res	4	0.3%	3	0.2%	11	0.8%	15	1.1%	12	0.9%
English	31	2.4%	38	2.8%	46	3.5%	45	3.4%	38	2.7%
Environmental Issues	-	0.0%	-	0.0%	-	0.0%	-	0.0%	1	0.1%
French	3	0.2%	5	0.4%	1	0.1%	5	0.4%	2	0.1%
History	45	3.5%	52	3.8%	85	6.5%	72	5.5%	55	3.9%
Interdisciplinary Studies	26	2.0%	53	3.9%	63	4.8%	55	4.2%	58	4.1%
International Studies	-	-	-	-	-	-	1	0.1%	6	0.4%
Liberal Studies	52	4.1%	12	0.9%	2	0.2%	-	0.0%	1	0.1%
Music	8	0.6%	9	0.7%	2	0.2%	5	0.4%	6	0.4%
Philosophy	22	1.7%	16	1.2%	17	1.3%	4	0.3%	18	1.3%
Political Science	25	1.9%	25	1.8%	25	1.9%	31	2.4%	30	2.1%
Psychology	79	6.2%	58	4.3%	84	6.5%	78	5.9%	71	5.1%
Sociology	12	0.9%	7	0.5%	5	0.4%	10	0.8%	7	0.5%
Spanish	12	0.9%	13	1.0%	8	0.6%	11	0.8%	16	1.1%
Theatre	2	0.2%	6	0.4%	1	0.1%	5	0.4%	7	0.5%
Subtotal	483	37.6%	488	35.8%	541	41.6%	512	39.0%	527	37.6%
Henson School of Science & Technology										
Biology	90	7.0%	104	7.6%	71	5.5%	82	6.2%	82	5.9%
Chemistry	12	0.9%	10	0.7%	7	0.5%	12	0.9%	8	0.6%
CLS/Medical Technology	10	0.8%	7	0.5%	7	0.5%	8	0.6%	6	0.4%
Computer Science	11	0.9%	6	0.4%	15	1.2%	15	1.1%	18	1.3%
Environmental Health	12	0.9%	10	0.7%	8	0.6%	10	0.8%	7	0.5%
Geography	22	1.7%	28	2.1%	13	1.0%	32	2.4%	20	1.4%
Mathematics	12	0.9%	22	1.6%	24	1.8%	22	1.7%	22	1.6%
Nursing	54	4.2%	56	4.1%	80	6.1%	78	5.9%	84	6.0%
Physics	8	0.6%	13	1.0%	8	0.6%	4	0.3%	12	0.9%
Respiratory Therapy	11	0.9%	7	0.5%	11	0.8%	10	0.8%	15	1.1%
Subtotal	242	18.9%	263	19.3%	244	18.8%	273	20.8%	274	19.6%
Perdue School of Business										
Accounting	30	2.3%	25	1.8%	32	2.5%	34	2.6%	40	2.9%
Business Administration	171	13.3%	168	12.3%	100	7.7%	29	2.2%	16	1.1%
Economics	2	0.2%	2	0.1%	3	0.2%	8	0.6%	8	0.6%
Finance	-	0.0%	23	1.7%	28	2.2%	42	3.2%	59	4.2%
Information Systems	69	5.4%	65	4.8%	36	2.8%	38	2.9%	25	1.8%
Management	-	-	1	0.1%	20	1.5%	54	4.1%	91	6.5%
Marketing	-	-	11	0.8%	37	2.8%	61	4.6%	54	3.9%
Subtotal	272	21.2%	295	21.6%	256	19.7%	266	20.3%	293	20.9%
Seidel School of Education & Professional Studies										
Athletic Training	8	0.6%	9	0.7%	3	0.2%	7	0.5%	9	0.6%
Early Childhood Education	-	0.0%	-	0.0%	-	0.0%	12	0.9%	22	1.6%
Elementary Education	169	13.2%	194	14.2%	145	11.1%	108	8.2%	129	9.2%
Exercise Science	-	-	19	1.4%	18	1.4%	33	2.5%	43	3.1%
Health Education	-	-	-	-	1	0.1%	7	0.5%	4	0.3%
Physical Education	63	4.9%	37	2.7%	38	2.9%	34	2.6%	41	2.9%
Social Work	46	3.6%	59	4.3%	55	4.2%	61	4.6%	59	4.2%
Subtotal	286	22.3%	318	23.3%	260	20.0%	262	20.0%	307	21.9%
TOTAL	1,283	100.0%	1,364	100.0%	1,301	100.0%	1,313	100.0%	1,401	100.0%
Honor Degrees										
Cum Laude	237	52.9%	285	52.6%	268	49.6%	146	45.5%	149	47.8%
Magna Cum Laude	114	25.4%	128	23.6%	137	25.4%	96	29.9%	95	30.4%
Summa Cum Laude	81	18.1%	107	19.7%	112	20.7%	60	18.7%	51	16.3%
Bellavance Honors	16	3.6%	22	4.1%	15	2.8%	9	2.8%	13	4.2%
Bellavance Honors w/Distinction ¹	-	0.0%	-	0.0%	8	1.5%	10	3.1%	4	1.3%
TOTAL	448	100.0%	542	100.0%	540	100.0%	321	100.0%	312	100.0%
Honor Degrees as a Percent										
Total Undergraduate Degrees		34.9%		39.7%		41.5%		24.4%		22.3%

¹New designation beginning with degrees awarded in AY03-04.

Table 2: BACHELOR Degrees Awarded by Academic Years: AY 1995-96, AY 2001-02 through 2005-06

	1995-96	2001-02	2002-03	2003-04	2004-05	2005-06	10-yr chng
Grand Total Baccalaureate Degrees	1,091	1,283	1,364	1,301	1,313	1,401	310
Bachelor of Arts	354	441	434	501	471	480	126
% of Total	32.4%	34.4%	31.8%	38.5%	35.9%	34.3%	
Bachelor of Science	677	794	859	730	764	837	160
% of Total	62.1%	61.9%	63.0%	56.1%	58.2%	59.7%	
Bachelor of Arts in Social Work	59	46	60	55	61	59	-
% of Total	5.4%	3.6%	4.4%	4.2%	4.6%	4.2%	-
Bachelor of Fine Arts	1	2	11	15	17	25	24
% of Total	0.1%	0.2%	0.8%	1.2%	1.3%	1.8%	

Figure 1:

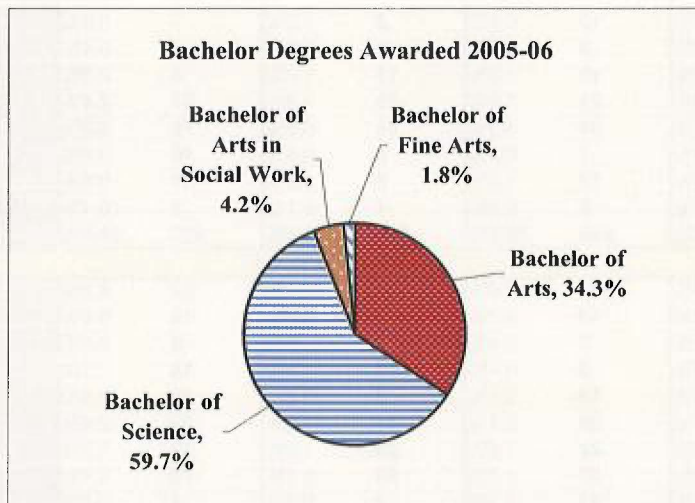


Table 3: Number of Undergraduate Students Graduating with a Secondary Education Track
by Major: AY 1995-96, AY 2001-02 to AY 2005-06

Major	1995-96	2001-02	2002-03	2003-04	2004-05	2005-06	10-yr chng
Art	1	-	-	-	-	-	(1)
Biology	3	-	7	2	1	3	-
Chemistry	-	1	-	1	2	-	-
English	5	6	11	12	15	8	3
French	-	1	2	-	2	1	1
History	13	13	19	23	24	12	(1)
Mathematics	6	3	8	8	10	3	(3)
Music	-	4	6	1	2	3	3
Physical Education	24	34	22	33	28	36	12
Social Science	3	-	-	-	-	-	(3)
Spanish	-	4	2	2	3	1	1
Total	55	66	77	82	87	67	12
% of Total Undergraduate Baccalaureate Recipients	5.0%	5.1%	5.6%	6.3%	6.6%	4.8%	

Source: MHEC DIS

Table 4:

2005-06 Undergraduate Degrees Awarded by Track
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Major & Track	No track	AANT	ACSC	AWMS	BIOC	CELL	CLIN	CORP	DEVL	DUAL	ECOL	ENSC	ECON	ERTH	ESOL	HSRV	GEINFO	INDV
Accounting	37							2										
Art	29																	
Biology	51					6					1	9						
Business Admin.	-												3					3
Chemistry	1		1		6													
Communication Arts	3																	
Conflict Analysis	8																	
English	26														1			
Exercise Science	34						9											
Finance	22							7										
French	1																	
Geography	6													4			3	
History	43																	
Interdisciplinary Studies	54	2		2														
Mathematics	19																	
Music	2																	
Nursing	61																	
Physical Education	-																	1
Physics	10																	
Psychology	66								1							4		
Social Work	50									9								
Spanish	15																	
Theatre	2																	
Total	1,016	2	1	2	6	6	9	9	1	9	1	9	3	4	1	4	3	4

Major/Track -continued

	INTL	INTR	INVS	JRNL	LBRL	MASS	MICR	ODED	ORGN	PERF	PLAN	PREE	RHET	SCED	SDBS	TCHR	TECH	TOTAL
Accounting											1							40
Art		1		2														32
Biology							3		9					3				82
Business Admin.	10																	16
Chemistry																		8
Communication Arts		57		31		51												142
Conflict Analysis	4																	12
English													3	8				38
Exercise Science																		43
Finance			5								25							59
French														1				2
Geography											7							20
History														12				55
Interdisciplinary Studies																		58
Mathematics														3				22
Music					1											3		6
Nursing															23			84
Physical Education								4								36		41
Physics												2						12
Psychology																		71
Social Work																		59
Spanish														1				16
Theatre										3							2	7
Total	14	58	5	33	1	51	3	4	9	3	33	2	3	28	23	39	2	1,401

Glossary of Tracks

AANT: Anthropology	ECOL: Ecology/Evolutionary Biology	INVS: Investments	PERF: Performance
ACSC: American Chemical Soc.	ECON: Economics	IPRS: Interpersonal	PLAN: Financial Planning
APPL: Applied Politics	ENSC: Environmental/Marine Sciences	JRNL: Journalism/Public Relations	PREE: Pre-engineering
AWMS: Womens studies / Gender Studies	ENVI: Environmental Policy	LBRL: Liberal Arts	RHET: Writing and Rhetoric
BIOC: Biochemistry	ERTH: Earth/Atmospheric Sciences	MASS: Mass Media	RNBS: RN to BS Articulation
BIOL: Biology	EXSC: Exercise Science	MICR: Microbiology	RNSD: RN/Second Bachelor's Degree
CELL: Cell/Molecular Biology/Biotech	HSRV: Human Services	ODED: Outdoor Education	SCED: Secondary Education
CLIN: Clinical	IGRP: Inter-Group	ORGN: Organismal Biology	SDBS: Second Bachelor's Degree
COMP: Composition	INDV: Individualized	MASS: Mass Media	TCHR: Teacher Education
CORP: Corporate Finance	GEINFO: Geographic Information Sciences	MICR: Microbiology	TECH: Design/Technical Production
DEVL: Developmental Psychology	INTL: International	ODED: Outdoor Education	
DUAL: UMES Dual Degree	INTR: Interpersonal/Organizational	ORGN: Organismal Biology	

NOTE: Some degree recipients had more than one major and therefore, possibly more than one track.

Table 5:

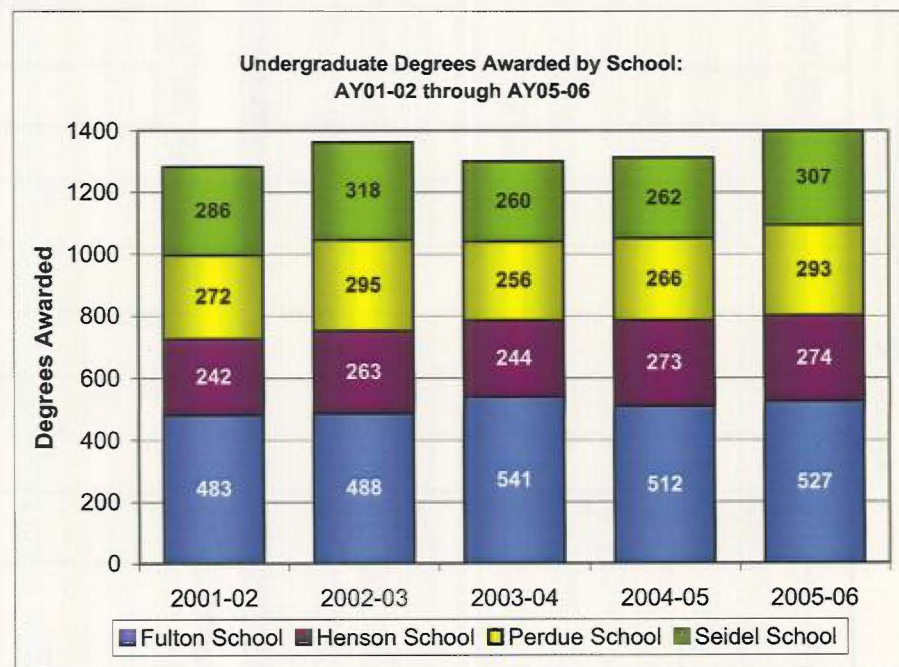
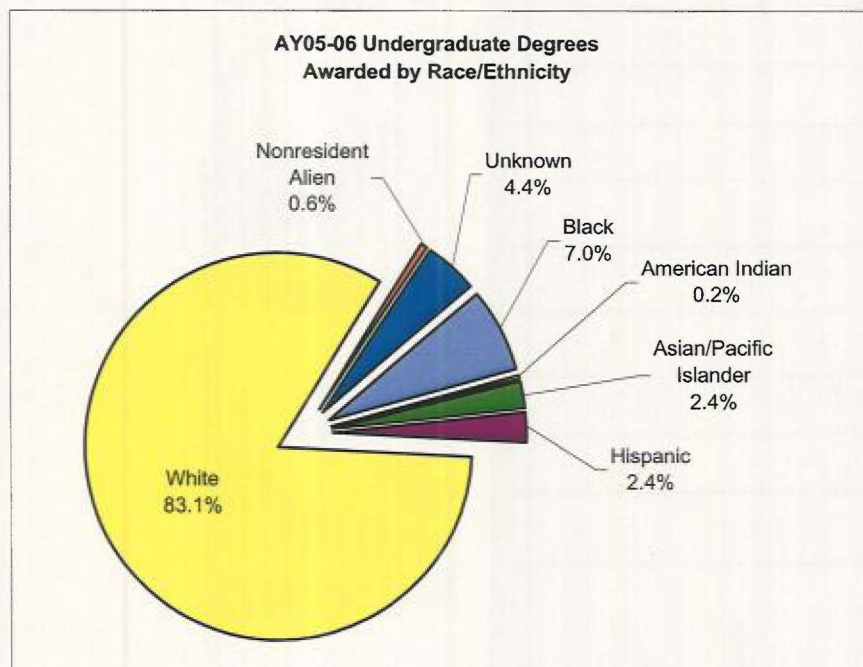
**2005-06 Degrees Awarded
By Major and Concentration**
(Reports ONLY those programs where concentrations are offered)

Major	Creative Writing	Film	Folklore	Global Cultural Studies	Graphic Design/ Visual Comm.	History	Intrntnl Political Economics	Intrntnl Relations	Literature	Statistics	3-D Studio	2-D Studio	Total
Art					22	2					2	6	32
Communications Arts	1												1
Economics							1						1
English	7	2	1						16				26
French								1					1
International Studies				3			1	2					6
Mathematics										1			1
Total	8	2	1	3	22	2	2	3	16	1	2	6	68

Figure 2:

Figure 3:

E-80



Source: MHEC DIS

Retention and Graduation Rates, Freshmen and Transfer Summaries

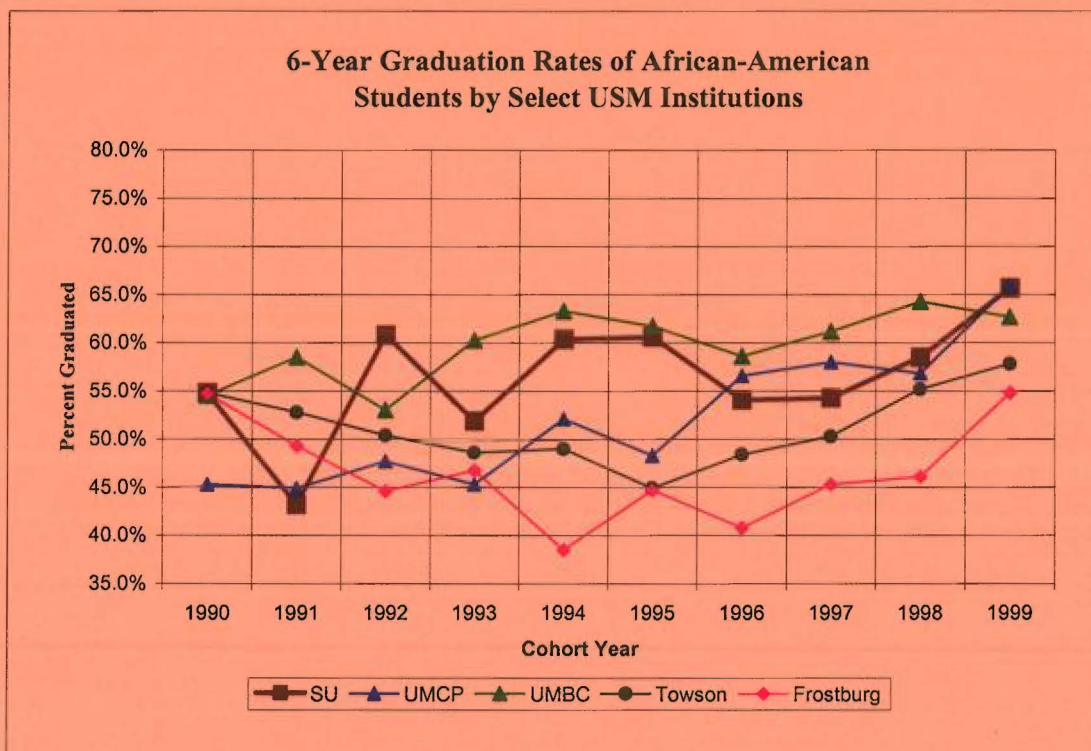
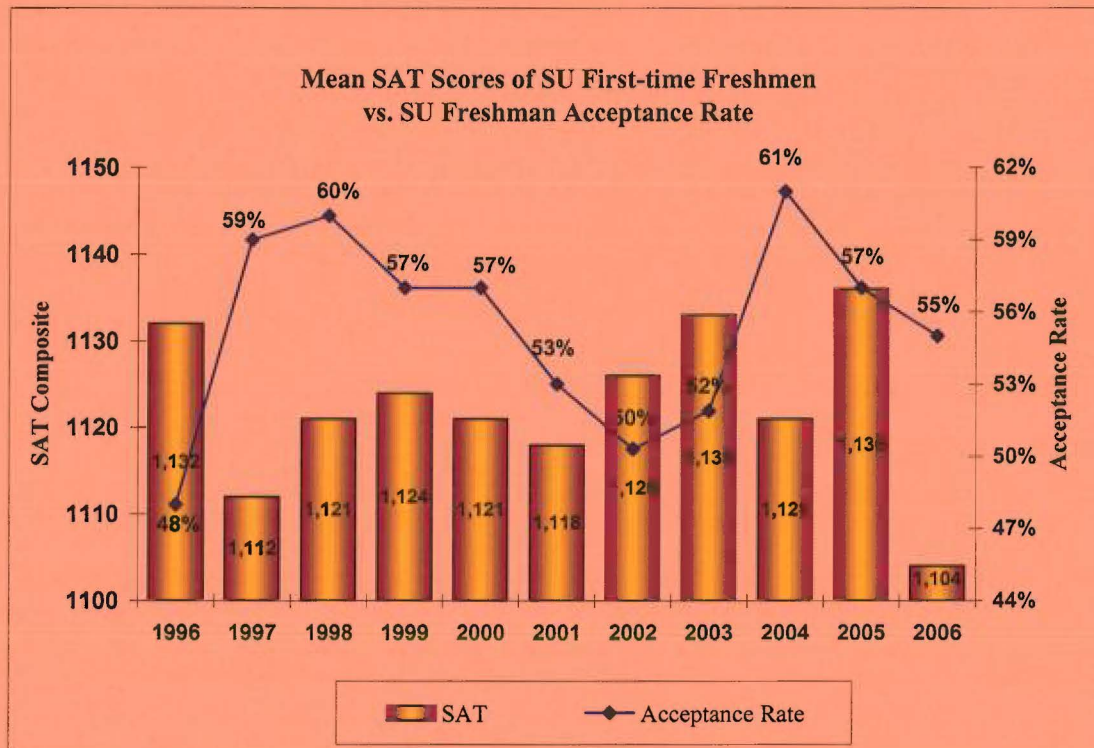


Table 1:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts
Fall 1985 through Fall 2005

Entering Fall Cohort	Year 1 Sem 2	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads				
2005 957	889 92.9%	778 81.3%																							
2004 982	910 92.7%	815 83.0%	0 0.0%	782 80%	0 0%	735 74.8%																			
2003 950	889 93.6%	771 81.2%	0 0.0%	731 76.9%	0 0.0%	683 71.9%	1 0.1%	675 71.1%	13 1.4%	661 69.6%															
2002 900	822 91.3%	718 79.8%	0 0.0%	695 77.2%	0 0.0%	659 73.2%	1 0.1%	645 71.7%	4 0.4%	640 71.1%	21 2.3%	620 68.9%	380 42.2%	210 23.3%								406 45.1%			
2001 941	869 92.3%	765 81.3%	0 0.0%	725 77.0%	0 0.0%	687 73.0%	0 0	683 72.6%	6 0.6%	668 71.0%	25 2.7%	636 67.6%	393 41.8%	214 22.7%	103 10.9%	112 11.9%	79 8.4%	29 3.1%				424 45.1%	606 64.4%		
2000 929	873 94.0%	767 82.6%	0 0.0%	746 80.3%	0 0.0%	701 75.5%	1 0.1%	688 74.1%	6 0.6%	666 71.7%	19 2.0%	647 69.6%	445 47.9%	178 19.2%	83 8.9%	99 10.7%	58 6.2%	37 4.0%	13 1.4%	20 2.2%	10 1.1%	471 50.7%	612 65.9%	635 68.4%	
1999 856	795 92.9%	705 82.4%	0 0.0%	678 79.2%	0 0.0%	649 75.8%	0 0.0%	629 73.5%	7 0.8%	612 71.5%	36 4.2%	571 66.7%	389 45.4%	157 18.3%	86 10.0%	68 7.9%	49 5.7%	25 3%	5 0.6%	15 1.8%	6 0.7%	432 50.5%	567 66.2%	578 67.5%	
1998 915	859 93.9%	740 80.9%	0 0.0%	703 76.8%	0 0.0%	667 72.9%	0 0.0%	660 72.1%	0 0.0%	639 69.8%	22 2.4%	613 67.0%	389 42.5%	224 24.5%	110 12.0%	115 12.6%	54 5.9%	25 2.7%	10 1.2%	18 2.1%	10 1.2%	411 44.9%	575 62.8%	595 65.0%	
1997 868	816 94.1%	711 82.0%	0 0.0%	684 78.9%	0 0.0%	629 72.5%	0 0.0%	626 72.2%	7 0.8%	606 69.9%	26 3.0%	571 65.9%	368 42.4%	200 23.1%	102 11.8%	106 12.2%	56 6.5%	54 6.2%	15 1.7%	53 6.1%	5 0.6%	401 46.2%	559 64.4%	579 66.7%	
1996 685	654 95.5%	580 84.7%	0 0.0%	553 80.7%	0 0.0%	514 75.0%	1 0.1%	502 73.3%	6 0.9%	464 67.7%	24 3.5%	443 64.7%	268 39.1%	148 21.6%	86 12.6%	72 10.5%	39 5.7%	37 5.4%	11 1.6%	29 5.6%	8 1.2%	299 43.6%	424 61.9%	443 64.7%	
1995 642	602 93.8%	536 83.5%	0 0.0%	508 79.1%	1 0.2%	486 75.7%	0 0.0%	475 74.0%	8 1.2%	454 70.7%	26 4.0%	430 67.0%	287 44.7%	129 20.1%	50 7.8%	71 11.1%	39 6.1%	31 4.8%	14 2.2%	23 3.6%	5 0.8%	322 50.2%	411 64.0%	430 67.0%	
1994 678	624 92.0%	539 79.5%	1 0.1%	508 74.9%	0 0.0%	469 69.2%	0 0.0%	471 69.5%	8 1.2%	449 66.2%	15 2.2%	428 63.1%	239 35.3%	130 19.2%	60 8.8%	71 10.5%	30 4.4%	28 4.1%	13 1.9%	19 2.8%	0 0.0%	263 38.8%	353 52.1%	366 54.0%	
1993 726	662 91.2%	571 78.7%	0 0.0%	535 73.7%	0 0.0%	488 67.2%	0 0.0%	480 66.1%	8 1.1%	460 63.4%	11 1.5%	449 61.8%	277 38.2%	158 21.8%	76 10.5%	80 11.0%	33 4.5%	36 5.0%	15 2.1%	25 3.4%	0 0.0%	296 40.8%	405 55.8%	420 57.9%	
1992 634		82.6%				71.3%				66.1%												41.6%	57.6%	59.2%	
1991 711		79.5%				68.5%				64.8%												40.2%	54.7%	56.8%	
1990 659		78.3%				67.4%				62.1%												40.2%	53.6%	57.2%	
1989 773		83.6%				70.1%				66.4%												38.4%	56.0%	59.2%	
1988 855		76.7%				66.4%				63.7%												32.3%	50.9%	53.9%	
1987 803		77.1%				67.5%				63.1%												36.6%	50.9%	55.4%	
1986 685		72.0%				57.5%				53.9%												27.4%	43.5%	48.0%	
1985 710		75.6%				57.7%				54.0%												27.9%	45.6%	48.9%	
Retention Rates 5-year average			Year 1 81.3%			Year 2 73.7%				Year 3 71.0%								Graduation Rates 5-year average					4-year 47.3%	5-year 64.8%	6-year 66.5%

Note: * Retention is reported as of the beginning of the semester.

* Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

* Semester by semester headcounts and percentages are not available prior to Fall 1993.

* These rates will differ from those reported by the USM and the MHEC due to their use of expanded definitions.

* Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

* Cohort size may not match historical record due to cohort adjustments meeting Federal guidelines.

Source: SPSS Longitudinal Research Files

Table 2:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2005

Entering Fall Cohort	Year 1 Sem 2	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Grads	Sem 1	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads				
2005 Full Cohort	957	891 93.1%	778 81.3%																						
African-American	94	91 96.8%	78 83.0%																						
White, non-Hispanic	791	731 92.4%	645 81.5%																						
Other	72	69 95.8%	55 76.4%																						
2004 Full Cohort	982	910 92.7%	815 83.0%	0 0.0%	782 80%	0 0%	735 74.8%																		
African-American	75	74 98.7%	60 80.0%	0 0.0%	54 72.0%	0 0.0%	49 65.3%																		
White, non-Hispanic	798	735 92.1%	670 84.0%	0 0.0%	642 80.5%	0 0.0%	611 76.6%																		
Other	109	101 92.7%	85 78.0%	0 0.0%	86 78.9%	0 0.0%	75 68.8%																		
2003 Full Cohort	950	889 93.6%	771 81.2%	0 0.0%	731 76.9%	0 0.0%	683 71.9%	1 0.1%	675 71.1%	13 1.4%	661 69.6%														
African-American	81	79 97.5%	67 82.7%	0 0.0%	62 76.5%	0 0.0%	60 74.1%	0 0.0%	59 72.8%	1 1.2%	58 71.6%														
White, non-Hispanic	715	667 93.3%	592 82.8%	0 0.0%	558 78.0%	0 0.0%	515 72.0%	1 0.1%	508 71.0%	9 1.3%	499 69.8%														
Other	154	143 92.9%	112 72.7%	0 0.0%	111 72.1%	0 0.0%	108 70.1%	0 0.0%	108 70.1%	3 1.9%	104 67.5%														
2002 Full Cohort	900	822 91.3%	718 79.8%	0 0.0%	695 77.2%	0 0.0%	659 73.2%	1 0.0%	645 71.7%	4 0.4%	640 71.1%	21 2.3%	620 68.9%	380 42.2%	210 23.3%							406 45.1%			
African-American	84	81 96.4%	63 75.0%	0 0.0%	61 72.6%	0 0.0%	62 73.8%	0 0.0%	57 67.9%	0 0.0%	54 64.3%	0 0.0%	54 64.3%	16 19.0%	31 36.9%							16 19.0%			
White, non-Hispanic	716	652 91.1%	584 81.6%	0 0.0%	562 78.5%	0 0.0%	528 73.7%	0 0.0%	522 72.9%	3 0.4%	521 72.8%	18 2.5%	504 70.4%	331 46.2%	149 20.8%							352 49.2%			
Other	100	89 89.0%	71 71.0%	0 0.0%	72 72.0%	0 0.0%	69 69.0%	1 1.0%	66 66.0%	1 1.0%	65 65.0%	3 3.0%	62 62.0%	33 33.0%	30 30.0%							38 38.0%			
2001 Full Cohort	941	869 92.3%	765 81.3%	0 0.0%	725 77.0%	0 0.0%	687 73.0%	0 0.0%	683 72.6%	6 0.6%	668 71.0%	25 2.7%	636 67.6%	393 41.8%	214 22.7%	103 10.9%	112 11.9%	79 8.4%	29 3.1%			424 45.1%	606 64.4%		
African-American	85	75 88.2%	63 74.1%	0 0.0%	54 63.5%	0 0.0%	56 65.9%	0 0.0%	54 63.5%	0 0.0%	53 62.4%	2 2.4%	51 60.0%	21 24.7%	23 27.1%	14 16.5%	12 14.1%	6 7.1%	4 4.7%			23 27.1%	43 50.6%		
White, non-Hispanic	746	698 93.6%	622 83.4%	0 0.0%	595 79.8%	0 0.0%	558 74.8%	0 0.0%	557 74.7%	4 0.5%	549 73.6%	19 2.5%	525 70.4%	338 45.3%	173 23.2%	77 10.3%	88 11.8%	67 9.0%	20 2.7%			361 48.4%	505 67.7%		
Other	110	96 87.3%	80 72.7%	0 0.0%	76 69.1%	0 0.0%	73 66.4%	0 0.0%	72 65.5%	2 1.8%	66 60.0%	4 3.6%	60 54.5%	34 30.9%	18 16.4%	12 10.9%	12 10.9%	6 5.5%	5 4.5%			40 36.4%	58 52.7%		
2000 Full Cohort	929	873 94.0%	767 82.6%	0 0.0%	746 80.3%	0 0.0%	701 75.5%	1 0.1%	688 74.1%	6 0.6%	666 71.7%	19 2.0%	647 69.6%	445 47.9%	178 19.2%	83 8.9%	99 10.7%	58 6.2%	37 4.0%	13 1.4%	20 2.2%	10 1.1%	471 50.7%	612 65.9%	635 68.4%
African-American	32	30 93.8%	24 75.0%	0 0.0%	23 71.9%	0 0.0%	19 59.4%	0 0.0%	19 59.4%	0 0.0%	17 53.1%	1 3.1%	17 53.1%	9 28.1%	8 25.0%	2 6.3%	5 15.6%	2 6.3%	3 9.4%	1 3.1%	1 3.1%	1 3.1%	10 31.3%	14 43.8%	16 50.0%
White, non-Hispanic	825	779 94.4%	695 84.2%	0 0.0%	680 82.4%	0 0.0%	639 77.5%	1 0.1%	627 76.0%	1 0.5%	610 73.9%	14 1.7%	595 72.1%	417 50.5%	158 19.2%	72 8.7%	87 10.5%	54 6.5%	31 3.8%	10 1.2%	19 2.3%	8 1.0%	436 52.8%	562 68.1%	580 70.3%
Other	72	64 88.9%	48 66.7%	0 0.0%	43 59.7%	0 0.0%	43 59.7%	0 0.0%	42 58.3%	2 2.8%	39 54.2%	4 5.6%	35 48.6%	19 26.4%	12 16.7%	9 12.5%	7 9.7%	2 2.8%	3 4.2%	2 2.8%	0 0.0%	1 1.4%	25 34.7%	36 50.0%	39 54.2%
1999 Full Cohort	856	795 92.9%	705 82.4%	0 0.0%	678 79.2%	0 0.0%	649 75.8%	0 0.0%	629 73.5%	7 0.8%	612 71.5%	36 4.2%	571 66.7%	389 45.4%	157 18.3%	86 10.8%	68 9.6%	49 5.7%	25 2.9%	5 0.6%	15 1.8%	6 0.7%	432 50.5%	567 66.2%	578 67.5%
African-American	36	29 90.6%	22 61.1%	0 0.0%	23 63.9%	0 0.0%	22 61.1%	0 0.0%	23 63.9%	0 0.0%	23 63.9%	0 0.0%	23 63.9%	9 25.0%	12 33.3%	5 17.2%	8 36.4%	5 13.9%	5 2.8%	1 5.6%	2 2.8%	1 2.8%	9 25.0%	19 52.8%	21 58.3%
White, non-Hispanic	750	705 94.0%	632 84.3%	0 0.0%	608 81.1%	0 0.0%	580 77.3%	0 0.0%	562 74.9%	6 0.8%	547 72.9%	34 4.5%	507 67.6%	358 47.7%	130 17.3%	74 10.5%	54 8.5%	38 5.1%	20 3.3%	4 0.5%	13 1.7%	5 0.7%	398 53.1%	510 68.0%	519 69.2%
Other	70	61 87.1%	51 72.9%	0 0.0%	47 67.1%	0 0.0%	47 67.1%	0 0.0%	44 62.9%	1 1.4%	42 60.0%	2 2.9%	41 58.6%	22 31.4%	15 21.4%	7 11.5%	6 11.8%	6 8.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	25 35.7%	38 54.3%	38 54.3%
1998 Full Cohort	915	859 93.9%	740 80.9%	0 0.0%	703 76.8%	0 0.0%	667 72.9%	0 0.0%	660 72.1%	0 0.0%	639 69.8%	22 2.4%	613 67.0%	389 42.5%	224 24.5%	110 12.8%	115 15.5%	54 5.9%	25 2.7%	10 1.1%	18 2.0%	10 1.1%	411 44.9%	575 62.8%	595 65.0%
African-American	37	35 94.6%	25 67.6%	0 0.0%	23 62.2%	0 0.0%	22 59.5%	0 0.0%	21 56.8%	0 0.0%	17 45.9%	0 0.0%	15 40.5%	8 21.6%	4 10.8%	2 5.7%	1 8.0%	2 2.7%	1 5.4%	0 2.7%	0 0.0%	0 0.0%	8 21.6%	11 29.7%	12 32.4%
White, non-Hispanic	766	720 94.0%	631 82.4%	0 0.0%	602 78.7%	0 0.0%	575 75.2%	0 0.0%	570 74.5%	0 0.0%	556 72.7%	20 2.6%	533 69.6%	335 43.7%	203 26.5%	100 13.9%	103 16.3%	48 6.3%	18 3.0%	9 1.2%	13 1.7%	6 0.8%	355 46.3%	503 65.7%	518 67.6%
Other	112	104 92.9%	84 75.0%	0 0.0%	78 69.0%	0 0.0%	69 61.1%	0 0.0%	69 61.1%	0 0.0%	66 58.4%	2 1.8%	65 58.0%	46 41.1%	17 15.2%	8 7.7%	10 11.9%	5 4.5%	5 4.5%	0 0.0%	5 4.5%	4 3.6%	48 42.9%	61 54.5%	65 58.0%

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Table 2:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2005

Entering Fall Cohort		Cohort	Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year	5-year	6-year
			Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Graduation Rate	Graduation Rate	Graduation Rate	
1997 Full Cohort	868		816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5	401	559	579	
			94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%	46.2%	64.4%	66.7%	
		African-American	43	36	27	0	29	0	24	0	25	0	21	1	21	8	9	5	3	1	3	1	2	0	9	15	16
			83.7%	62.8%	0.0%	67.4%	0.0%	55.8%	0.0%	58.1%	0.0%	48.8%	2.3%	48.8%	18.6%	20.9%	11.6%	7.0%	2.3%	7.0%	2.3%	4.7%	0.0%	20.9%	34.9%	37.2%	
		White, non-Hispanic	804	763	670	0	642	0	596	0	592	5	577	25	542	358	185	92	101	55	50	14	51	5	388	535	554
		94.9%	83.3%	0.0%	79.9%	0.0%	74.1%	0.0%	73.6%	0.6%	71.8%	3.1%	67.4%	44.5%	23.0%	11.4%	12.6%	6.8%	6.2%	1.7%	6.3%	0.6%	48.3%	66.5%	68.9%		
Other	21	17	14	0	13	0	9	0	9	2	8	0	8	2	6	5	2	0	1	0	0	0	4	9	9		
		81.0%	66.7%	0.0%	61.9%	0.0%	42.9%	0.0%	42.9%	9.5%	38.1%	0.0%	38.1%	9.5%	28.6%	23.8%	9.5%	0.0%	4.8%	0.0%	0.0%	0.0%	19.0%	42.9%	42.9%		
1996 Full Cohort	685		654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8	299	424	443	
			95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	4.2%	1.2%	43.6%	61.9%	64.7%	
		African-American	61	57	43	0	41	0	38	0	39	0	34	0	35	15	18	8	10	3	7	2	5	2	15	26	30
			93.4%	70.5%	0.0%	67.2%	0.0%	62.3%	0.0%	63.9%	0.0%	55.7%	0.0%	57.4%	24.6%	29.5%	13.1%	16.4%	4.9%	11.5%	3.3%	8.2%	3.3%	24.6%	42.6%	49.2%	
		White, non-Hispanic	609	583	526	0	501	0	466	1	453	6	421	24	399	249	125	77	59	33	30	9	24	6	280	390	405
		95.7%	86.4%	0.0%	82.3%	0.0%	76.5%	0.2%	74.4%	1.0%	69.1%	3.9%	65.5%	40.9%	20.5%	12.6%	9.7%	5.4%	4.9%	1.5%	3.9%	1.0%	46.0%	64.0%	66.5%		
Other	15	14	11	0	11	0	10	0	10	0	9	0	9	4	5	1	3	3	0	0	0	0	4	8	8		
		93.3%	86.4%	0.0%	73.3%	0.0%	66.7%	0.0%	66.7%	0.0%	60.0%	0.0%	60.0%	26.7%	33.3%	6.7%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	26.7%	53.3%	53.3%		
1995 Full Cohort	642		602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430	
			93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%	
		African-American	34	29	27	0	25	0	25	0	23	0	22	2	19	8	12	5	6	5	1	1	1	0	10	20	21
			85.3%	79.4%	0.0%	73.5%	0.0%	73.5%	0.0%	67.6%	0.0%	64.7%	5.9%	55.9%	23.5%	35.3%	14.7%	17.6%	14.7%	2.9%	2.9%	2.9%	0.0%	29.4%	58.8%	61.8%	
		White, non-Hispanic	591	558	496	0	472	1	450	0	443	8	423	24	402	272	115	44	65	34	30	13	22	5	305	383	401
		94.4%	83.9%	0.0%	79.9%	0.2%	76.1%	0.0%	75.0%	1.4%	71.6%	4.1%	68.0%	46.0%	19.5%	7.4%	11.0%	5.8%	5.1%	2.2%	3.7%	0.8%	51.6%	64.8%	67.9%		
Other	17	15	13	0	11	0	11	0	9	0	9	0	9	7	2	1	0	0	0	0	0	0	7	8	8		
		88.2%	83.9%	0.0%	64.7%	0.0%	64.7%	0.0%	52.9%	0.0%	52.9%	0.0%	52.9%	41.2%	11.8%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	41.2%	47.1%	47.1%		
1994 Full Cohort	678		624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366	
			92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%	
		African-American	53	48	38	0	36	0	35	0	36	0	32	0	31	14	13	5	9	2	4	2	1	0	14	21	23
			90.6%	71.7%	0.0%	67.9%	0.0%	66.0%	0.0%	67.9%	0.0%	60.4%	0.0%	58.5%	26.4%	24.5%	9.4%	17.0%	3.8%	7.5%	3.8%	1.9%	0.0%	26.4%	39.6%	43.4%	
		White, non-Hispanic	609	562	490	1	462	0	426	0	428	8	410	15	390	221	115	55	61	27	24	11	18	0	245	327	338
		92.3%	80.5%	0.2%	75.9%	0.0%	70.0%	0.0%	70.3%	1.3%	67.3%	2.5%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.8%	3.0%	0.0%	40.2%	53.7%	55.5%		
Other	16	14	11	0	10	0	8	0	7	0	7	0	7	4	2	0	1	1	0	0	0	0	4	5	5		
		87.5%	68.8%	0.0%	62.5%	0.0%	50.0%	0.0%	43.8%	0.0%	43.8%	0.0%	43.8%	25.0%	12.5%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%	0.0%	25.0%	31.3%	31.3%		
1993 Full Cohort	726		662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420	
			91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%	
		African-American	55	42	32	0	33	0	31	0	31	0	28	0	27	14	12	5	7	3	3	3	1	0	14	22	25
			76.4%	58.2%	0.0%	60.0%	0.0%	56.4%	0.0%	56.4%	0.0%	50.9%	0.0%	49.1%	25.5%	21.8%	9.1%	12.7%	5.5%	5.5%	1.8%	0.0%	0.0%	25.5%	40.0%	45.5%	
		White, non-Hispanic	654	604	526	0	490	0	446	0	439	8	422	11	412	259	140	66	71	30	33	11	23	0	278	374	385
		92.4%	80.4%	0.0%	74.9%	0.0%	68.2%	0.0%	67.1%	1.2%	64.5%	1.7%	63.0%	39.6%	21.4%	10.1%	10.9%	4.6%	5.0%	1.7%	3.5%	0.0%	42.5%	57.2%	58.9%		
Other	17	16	13	0	12	0	11	0	10	0	10	0	10	4	6	5	2	0	0	1	1	0	4	9	10		
		94.1%	80.4%	0.0%	70.6%	0.0%	64.7%	0.0%	58.8%	0.0%	58.8%	0.0%	58.8%	23.5%	35.3%	29.4%	11.8%	0.0%	0.0%	5.9%	5.9%	0.0%	23.5%	52.9%	58.8%		
Retention Rates			Year 1						Year 2						Year 3						Graduation Rates				4-year	5-year	6-year
5-year average-ALL			73.7%						73.7%						71.0%						Average-ALL				47.3%	64.8%	66.5%
African-American			79.0%						67.7%						63.1%						African-American				24.8%	42.3%	45.4%
White, non-hispanic			82.6%						74.9%						72.6%						White, non-hispanic				50.0%	67.2%	68.5%
Other			74.2%						66.8%						61.3%						Other				37.5%	50.9%	52.5%

Notes: * Retention is reported as of the beginning of the semester.

* Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

* Semester by semester headcounts and percentages are not available prior to Fall 1993.

* These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.

* Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

* 'Other' includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

* Cohort size may not match historical record due to cohort adjustments meeting Federal guidelines.

Source: SPSS Longitudinal Research Files

Table 3:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - *BY GENDER*
Fall 1993 through Fall 2005

Entering Fall	Cohort	Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads				
2005	957	891	778																							
		93.1%	81.3%																							
Male	432	397	339																							
		91.9%	78.5%																							
Female	525	494	439																							
		94.1%	83.6%																							
2004	982	910	815	0	782	0	735																			
		92.7%	83.0%	0.0%	80%	0%	74.8%																			
Male	446	405	359	0	345	0	320																			
		90.8%	80.5%	0.0%	77.4%	0.0%	71.7%																			
Female	536	505	456	0	437	0	415																			
		94.2%	85.1%	0.0%	81.5%	0.0%	77.4%																			
2003	950	889	771	0	731	0	683	1	675	13	661															
		93.6%	81.2%	0.0%	76.9%	0.0%	71.9%	0.1%	71.1%	1.4%	69.6%															
Male	417	390	331	0	316	0	285	0	280	4	269															
		93.5%	79.4%	0.0%	75.8%	0.0%	68.3%	0.0%	67.1%	1.0%	64.5%															
Female	533	499	440	0	415	0	398	1	395	9	392															
		93.6%	82.6%	0.0%	77.9%	0.0%	74.7%	0.2%	74.1%	1.7%	73.5%															
2002	900	822	718	0	695	0	659	1	645	4	640	21	620	380	210											
		91.3%	79.8%	0.0%	77.2%	0.0%	73.2%	0.1%	71.7%	0.4%	71.1%	2.3%	68.9%	42.2%	23.3%											
Male	375	339	279	0	268	0	247	1	243	2	237	3	231	110	112											
		90.4%	74.4%	0.0%	71.5%	0.0%	65.9%	0.3%	64.8%	0.5%	63.2%	0.8%	61.6%	29.3%	29.9%											
Female	525	483	439	0	427	0	412	0	402	2	403	18	389	270	98											
		92.0%	83.6%	0.0%	81.3%	0.0%	78.5%	0.0%	76.6%	0.4%	76.8%	3.4%	74.1%	51.4%	18.7%											
2001	941	869	765	0	725	0	687	0	683	6	668	25	636	393	214	103	112	79	29							
		92.3%	81.3%	0.0%	77.0%	0.0%	73.0%	0.0%	72.6%	0.6%	71.0%	2.7%	67.6%	41.8%	22.7%	10.9%	11.9%	8.4%	3.1%							
Male	400	361	309	0	286	0	274	0	267	3	261	4	253	124	114	50	59	42	16							
		90.3%	77.3%	0.0%	71.5%	0.0%	68.5%	0.0%	66.8%	0.8%	65.3%	1.0%	63.3%	31.0%	28.5%	12.5%	14.8%	10.5%	4.0%							
Female	541	508	456	0	439	0	413	0	416	3	407	21	383	269	100	53	53	37	13							
		93.9%	84.3%	0.0%	81.1%	0.0%	76.3%	0.0%	76.9%	0.6%	75.2%	3.9%	70.8%	49.7%	18.5%	9.8%	9.8%	6.8%	2.4%							
2000	929	873	767	0	746	0	701	1	688	6	666	19	647	445	178	83	99	58	37	13	20	10				
		94.0%	82.6%	0.0%	80.3%	0.0%	75.5%	0.1%	74.1%	0.6%	71.7%	2.0%	69.6%	47.9%	19.2%	8.9%	10.7%	6.2%	4.0%	1.4%	2.2%	1.1%				
Male	389	368	315	0	305	0	282	0	279	2	272	6	267	148	101	45	64	31	29	10	15	8				
		94.6%	81.0%	0.0%	78.4%	0.0%	72.5%	0.0%	71.7%	0.5%	69.9%	1.5%	68.6%	38.0%	26.0%	11.6%	16.5%	8.0%	7.5%	2.6%	3.9%	2.1%				
Female	540	505	452	0	441	0	419	1	409	4	394	13	380	297	77	38	35	27	8	3	5	2				
		93.5%	83.7%	0.0%	81.7%	0.0%	77.6%	0.2%	75.7%	0.7%	73.0%	2.4%	70.4%	55.0%	14.3%	7.0%	6.5%	5.0%	1.5%	0.6%	0.9%	0.4%				
1999	856	795	705	0	678	0	649	0	629	7	612	36	571	389	157	86	68	49	25	5	15	6				
		92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%	4.2%	66.7%	45.4%	18.3%	10.0%	7.9%	5.7%	2.9%	0.6%	1.8%	0.7%				
Male	337	307	274	0	268	0	246	0	237	1	236	7	223	133	78	42	35	26	13	0	9	4				
		91.1%	81.3%	0.0%	79.5%	0.0%	73.0%	0.0%	70.3%	0.3%	70.0%	2.1%	66.2%	39.5%	23.1%	12.5%	10.4%	7.7%	3.9%	0.0%	2.7%	1.2%				
Female	519	488	431	0	410	0	403	0	392	6	376	29	348	256	79	44	33	23	12	5	6	2				
		94.0%	83.0%	0.0%	79.0%	0.0%	77.6%	0.0%	75.5%	1.2%	72.4%	5.6%	67.1%	49.3%	15.2%	8.5%	6.4%	4.4%	2.3%	1.0%	1.2%	0.4%				
1998	915	859	740	0	703	0	667	0	660	0	639	22	613	389	224	110	115	54	25	10	18	10				
		93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%	12.0%	12.6%	5.9%	2.7%	1.1%	2.0%	1.1%				
Male	394	366	303	0	287	0	270	0	274	0	264	0	261	133	128	62	64	28	17	8	10	8				
		92.9%	76.9%	0.0%	72.8%	0.0%	68.5%	0.0%	69.5%	0.0%	67.0%	0.0%	66.2%	33.8%	32.5%	15.7%	16.2%	7.1%	4.3%	2.0%	2.5%	2.0%				
Female	521	493	437	0	416	0	397	0	386	0	375	22	352	256	96	48	51	26	8	2	8	2				
		94.6%	83.9%	0.0%	79.8%	0.0%	76.2%	0.0%	74.1%	0.0%	72.0%	4.2%	67.6%	49.1%	18.4%	9.2%	9.8%	5.0%	1.5%	0.4%	1.5%	0.4%				

Table 3:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY GENDER
Fall 1993 through Fall 2005

Entering Fall Cohort		Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads				
1997	868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5	401	559	579	
		94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%	46.2%	64.4%	66.7%	
	Male	365	339	289	0	278	0	251	0	250	1	240	4	231	123	110	51	59	26	26	12	18	3	128	205	220
		92.9%	79.2%	0.0%	76.2%	0.0%	68.8%	0.0%	68.5%	0.3%	65.8%	1.1%	63.3%	33.7%	30.1%	14.0%	16.2%	7.1%	7.1%	3.3%	4.9%	0.8%	35.1%	56.2%	60.3%	
1996	685	477	422	0	406	0	378	0	376	6	366	22	340	245	90	51	47	30	28	3	35	2	273	354	359	
		94.8%	84.1%	0.0%	80.9%	0.0%	75.3%	0.0%	74.9%	1.2%	72.9%	4.4%	67.7%	48.8%	17.9%	10.1%	9.3%	6.0%	5.6%	0.6%	7.0%	0.4%	54.3%	70.4%	71.4%	
	Male	296	281	244	0	235	0	213	0	209	0	193	8	188	85	93	47	45	26	25	7	17	5	93	166	178
		94.9%	82.4%	0.0%	79.4%	0.0%	72.0%	0.0%	70.6%	0.0%	65.2%	2.7%	63.5%	28.7%	31.4%	15.9%	15.2%	8.8%	8.4%	2.4%	5.7%	1.7%	31.4%	56.1%	60.1%	
1995	642	373	336	0	318	0	301	1	293	6	271	16	255	183	55	39	27	13	12	4	12	3	206	258	265	
		95.9%	86.4%	0.0%	81.7%	0.0%	77.4%	0.3%	75.3%	1.5%	69.7%	4.1%	65.6%	47.0%	14.1%	10.0%	6.9%	3.3%	3.1%	1.0%	3.1%	0.8%	53.0%	66.3%	68.1%	
	Male	230	213	190	0	178	0	166	0	166	1	163	5	157	96	56	20	33	18	14	4	11	2	102	140	146
		92.6%	82.6%	0.0%	77.4%	0.0%	72.2%	0.0%	72.2%	0.4%	70.9%	2.2%	68.3%	41.7%	24.3%	8.7%	14.3%	7.8%	6.1%	1.7%	4.8%	0.9%	44.3%	60.9%	63.5%	
1994	678	390	346	0	330	1	320	0	309	7	291	21	273	191	73	30	38	21	17	10	12	3	220	271	284	
		94.7%	84.0%	0.0%	80.1%	0.2%	77.7%	0.0%	75.0%	1.7%	70.6%	5.1%	66.3%	46.4%	17.7%	7.3%	9.2%	5.1%	4.1%	2.4%	2.9%	0.7%	53.4%	65.8%	68.9%	
	Male	282	259	221	1	210	0	191	0	194	1	186	0	182	79	71	35	37	14	16	7	8	0	81	130	137
		91.8%	78.4%	0.4%	74.5%	0.0%	67.7%	0.0%	68.8%	0.4%	66.0%	0.0%	64.5%	28.0%	25.2%	12.4%	13.1%	5.0%	5.7%	2.5%	2.8%	0.0%	28.7%	46.1%	48.6%	
1993	726	365	318	0	298	0	278	0	277	7	263	15	246	160	59	25	34	16	12	6	11	0	182	223	229	
		92.2%	80.3%	0.0%	75.3%	0.0%	70.2%	0.0%	69.9%	1.8%	66.4%	3.8%	62.1%	40.4%	14.9%	6.3%	8.6%	4.0%	3.0%	1.5%	2.8%	0.0%	46.0%	56.3%	57.8%	
	Male	321	289	243	0	226	0	200	0	196	2	192	2	189	88	94	36	56	20	28	12	17	0	92	148	160
		90.0%	75.7%	0.0%	70.4%	0.0%	62.3%	0.0%	61.1%	0.6%	59.8%	0.6%	58.9%	27.4%	29.3%	11.2%	17.4%	6.2%	8.7%	3.7%	5.3%	0.0%	28.7%	46.1%	49.8%	
Retention Rates	5-year average-ALL	373	328	0	309	0	288	0	284	6	268	9	260	189	64	40	24	13	8	3	8	0	204	257	260	
		92.1%	81.0%	0.0%	76.3%	0.0%	71.1%	0.0%	70.1%	1.5%	66.2%	2.2%	64.2%	46.7%	15.8%	9.9%	5.9%	3.2%	2.0%	0.7%	2.0%	0.0%	50.4%	63.5%	64.2%	
	Male	321	289	243	0	226	0	200	0	196	2	192	2	189	88	94	36	56	20	28	12	17	0	92	148	160
	Female	405	373	328	0	309	0	288	0	284	6	268	9	260	189	64	40	24	13	8	3	8	0	204	257	260
Retention Rates		Year 1				Year 2				Year 3				Graduation Rates				4-year		5-year		6-year				
5-year average-ALL		81.3%				73.7%				71.0%				Average-ALL				47.3%		64.8%		66.5%				
Male		78.0%				69.4%				66.6%				Male				40.2%		58.0%		61.7%				
Female		83.8%				76.9%				74.2%				Female				43.8%		69.6%		69.9%				

Note: * Retention is reported as of the beginning of the semester.

* Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

* Semester by semester headcounts and percentages are not available prior to Fall 1993.

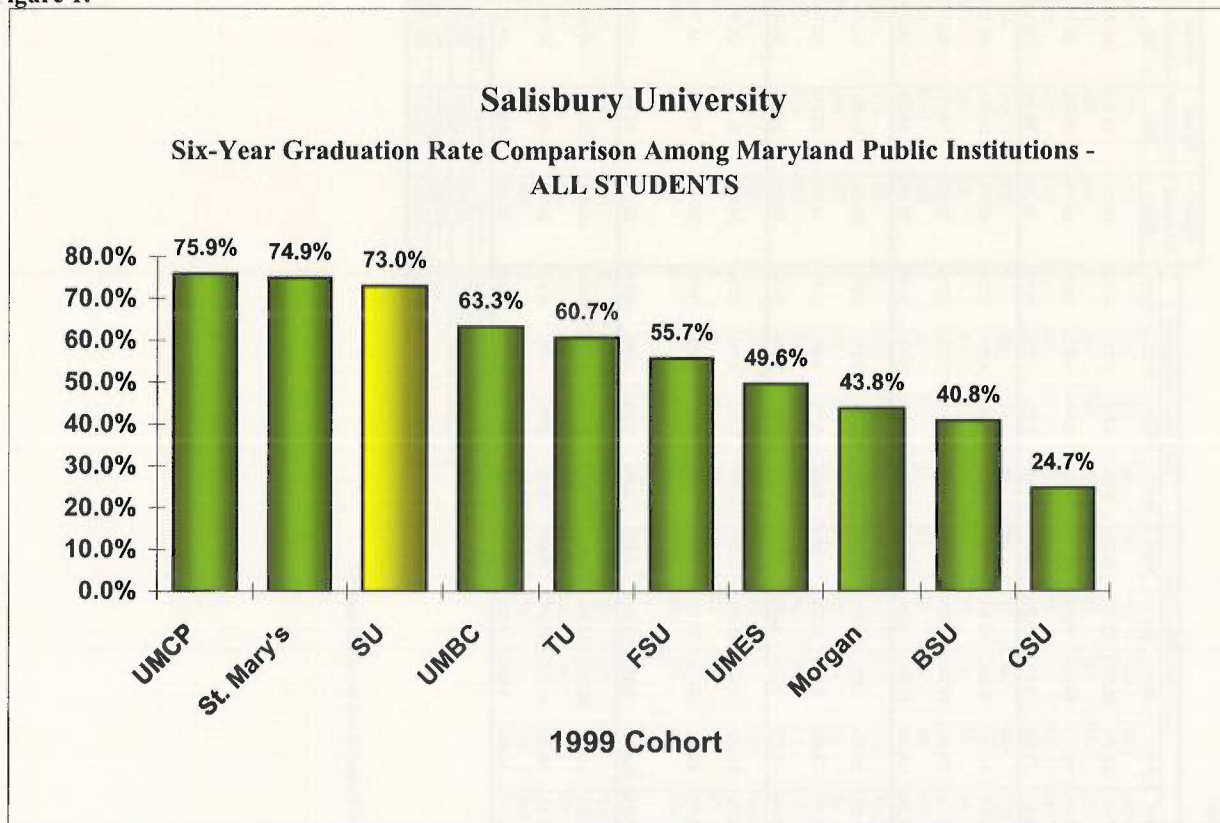
* These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.

* Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

* Cohort size may not match historical record due to cohort adjustments matching Federal guidelines.

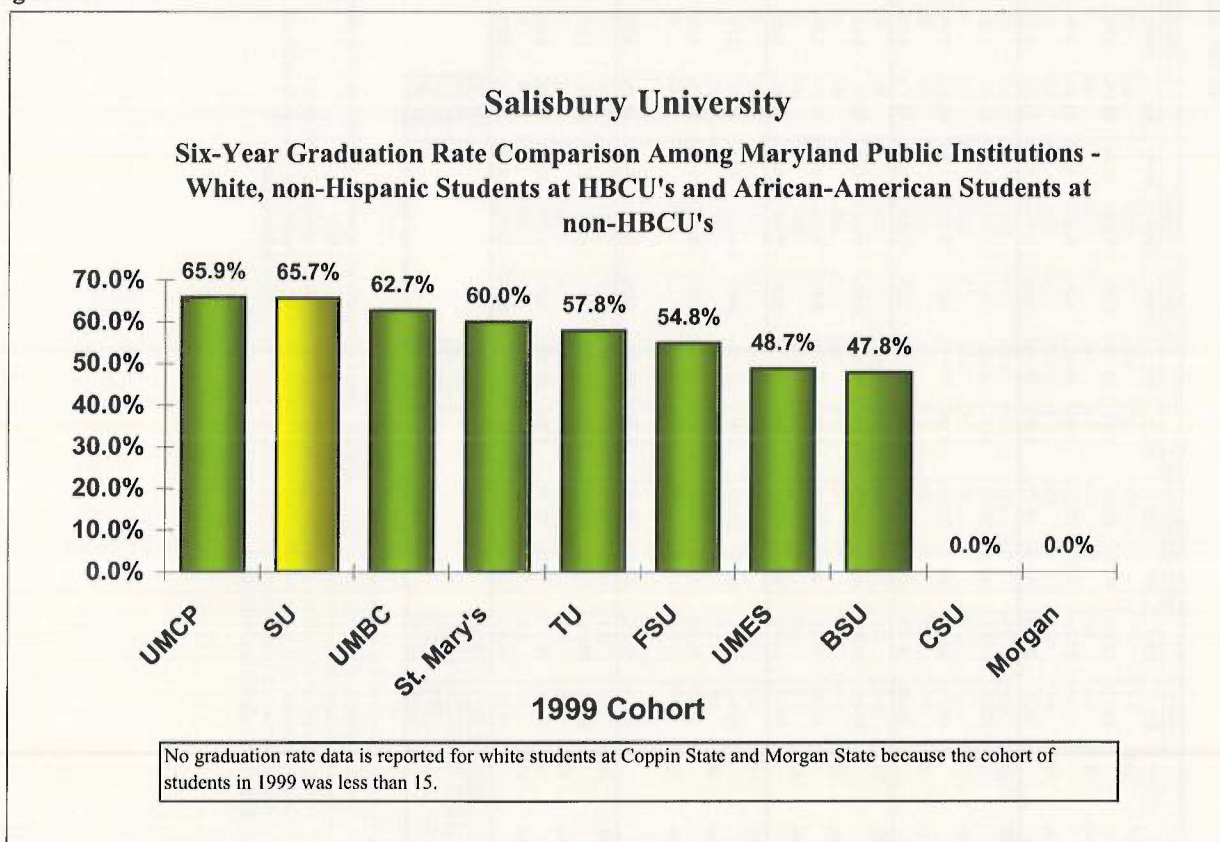
Source: SPSS Longitudinal Research Files

Figure 1:



Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", June 2006.

Figure 2:



Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", June 2006.

Comparison of 4, 5, and 6 Year Graduation Rates Among Selected USM Institutions
First-time, Full-time Degree-seeking Undergraduates
Graduating from any USM Institution by Institution of First Enrollment

Figure 3:

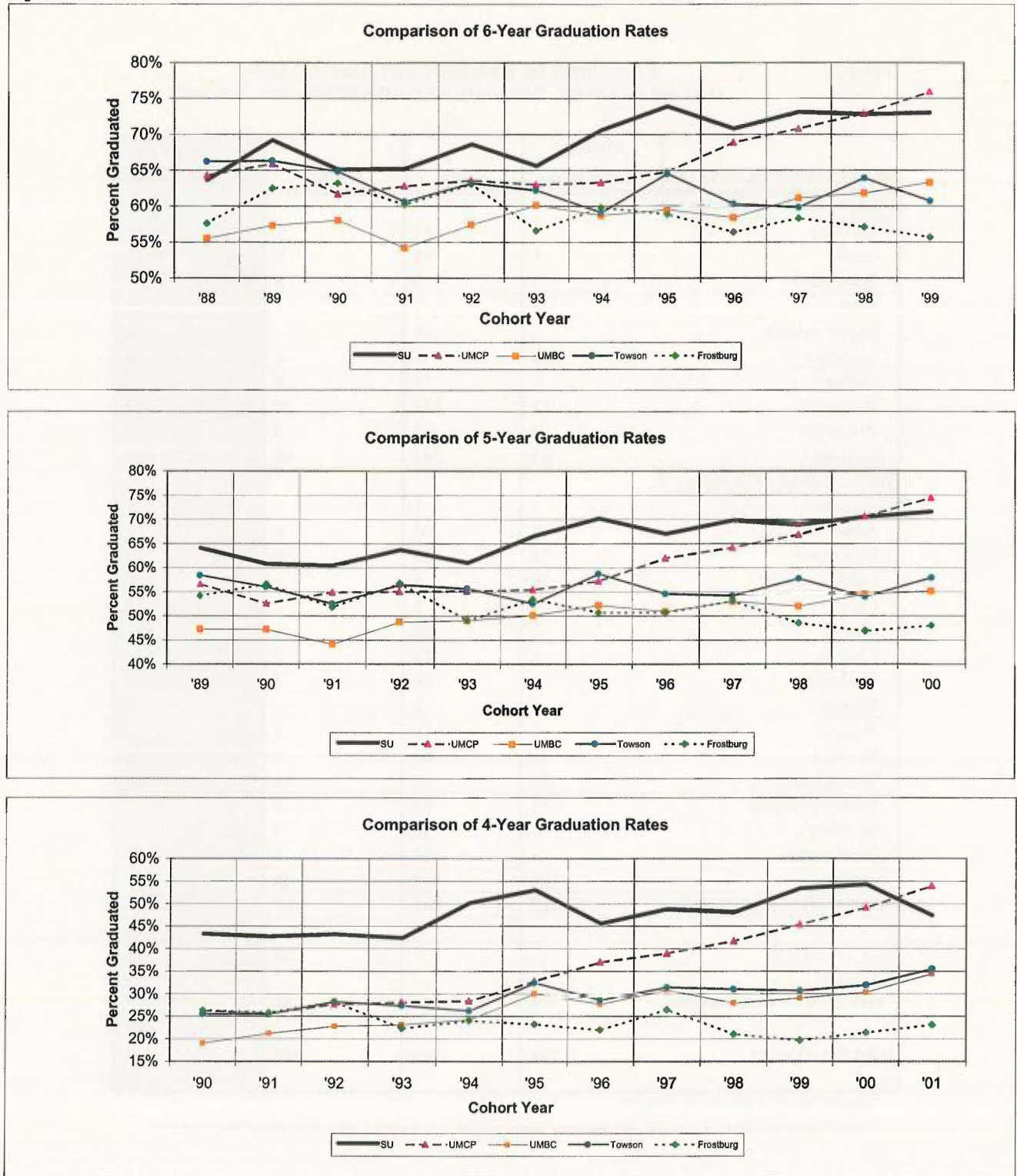


Table 4:

Comparison of Average Graduation Rates Among Selected USM Institutions
First-time, Full-time, Degree-seeking Undergraduates
All averages reflect the three most recent cohort years.

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	21.4%	47.8%	57.0%
Salisbury	51.7%	70.3%	73.0%
Towson	32.7%	56.5%	57.0%
UMBC	31.2%	53.9%	62.1%
UMCP	49.5%	70.6%	73.2%

Source: MHEC report
 "Retention and Graduation
 Rates at Maryland Public
 Four-Year Institutions",
 June 2006.

Table 1:

Enrollment by Residence and Race/Ethnicity
(Full and Part-Time) NEW UNDERGRADUATE¹ Students: Fall 2006

MARYLAND COUNTIES	African-American	White	Other²	Total
Eastern Shore Counties				
Caroline	-	11	1	12
Cecil	1	15	2	18
Dorchester	-	9	3	12
Kent	-	-	-	-
Queen Anne's	-	10	-	10
Somerset	8	4	4	16
Talbot	-	11	2	13
Wicomico	11	127	26	164
Worcester	3	54	3	60
Subtotal	23	241	41	305
Western Shore Counties				
Allegany	-	1	-	1
Anne Arundel	9	63	8	80
Baltimore	13	83	6	102
Baltimore City	8	8	-	16
Calvert	1	9	-	10
Carroll	-	38	1	39
Charles	5	19	3	27
Frederick	-	34	1	35
Garrett	1	2	-	3
Harford	4	70	2	76
Howard	15	57	4	76
Montgomery	16	76	15	107
Prince George's	32	15	5	52
St. Mary's	1	10	3	14
Washington	-	17	1	18
Subtotal	105	502	49	656
TOTAL MD. RESIDENTS	128	743	90	961
OUT-OF-STATE	10	151	29	190
FOREIGN	-	-	7	7
TOTAL NONRESIDENTS	10	151	36	197
GRAND TOTAL	138	894	126	1,158

¹Includes first-time non-degree students.

²"Other" includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

Table 1.1:

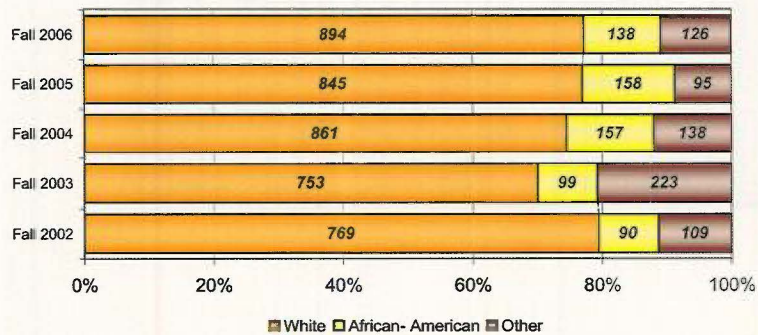
Enrollment by Residence and Race/Ethnicity Historical
(Full and Part-Time) NEW UNDERGRADUATE¹ Students: Fall 2002-Fall 2006

MARYLAND COUNTIES	Fall 2002				Fall 2003				Fall 2004				Fall 2005				Fall 2006			
	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total
Eastern Shore Counties																				
Caroline	-	13	1	14	-	6	2	8	-	9	-	9	2	6	4	12	-	11	1	12
Cecil	-	18	3	21	-	13	2	15	-	18	-	18	-	19	1	20	1	15	2	18
Dorchester	-	10	-	10	1	8	4	13	1	22	2	25	1	12	2	15	-	9	3	12
Kent	-	5	-	5	-	4	3	7	-	8	-	8	1	7	-	8	-	-	-	-
Queen Anne's	-	13	-	13	-	16	1	17	-	8	2	10	1	8	-	9	-	10	-	10
Somerset	4	12	1	17	2	7	6	15	2	11	3	16	6	11	1	18	8	4	4	16
Talbot	3	7	-	10	1	11	2	14	1	6	1	8	-	11	2	13	-	11	2	13
Wicomico	6	88	20	114	12	76	34	122	21	108	21	150	18	87	15	120	11	127	26	164
Worcester	3	39	4	46	1	31	11	43	7	34	5	46	6	40	6	52	3	54	3	60
Subtotal	16	205	29	250	17	172	65	254	32	224	34	290	35	201	31	267	23	241	41	305
Western Shore Counties																				
Allegany	-	1	-	1	-	1	-	1	1	-	-	1	-	2	-	2	-	1	-	1
Anne Arundel	3	65	8	76	5	61	9	75	4	89	8	101	4	63	4	71	9	63	8	80
Baltimore	10	67	3	80	7	82	18	107	27	81	8	116	18	78	7	103	13	83	6	102
Baltimore City	2	1	-	3	5	-	-	5	8	7	1	16	10	4	-	14	8	8	-	16
Calvert	-	20	2	22	1	12	-	13	1	29	2	32	3	22	1	26	1	9	-	10
Carroll	1	18	2	21	-	30	5	35	1	40	2	43	2	35	-	37	-	38	1	39
Charles	1	8	1	10	-	13	4	17	1	14	4	19	-	6	1	7	5	19	3	27
Frederick	1	34	4	39	1	35	5	41	2	27	6	35	2	42	1	45	-	34	1	35
Garrett	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-	-	1	2	-	3
Harford	2	42	4	48	3	39	5	47	2	38	8	48	2	45	-	47	4	70	2	76
Howard	4	52	6	62	3	53	11	67	7	55	10	72	6	55	1	62	15	57	4	76
Montgomery	14	69	15	98	9	58	37	104	9	62	17	88	16	90	23	129	16	76	15	107
Prince George's	25	22	8	55	39	21	14	74	39	17	4	60	37	20	3	60	32	15	5	52
St. Mary's	2	8	3	13	-	5	1	6	2	14	1	17	1	17	1	19	1	10	3	14
Washington	2	7	-	9	1	18	4	23	3	15	1	19	4	11	-	15	-	17	1	18
Subtotal	67	414	56	537	74	428	113	615	107	490	72	669	105	490	42	637	105	502	49	656
TOTAL MD. RESIDENTS	83	619	85	767	91	600	178	869	139	714	106	959	140	691	73	904	128	743	90	961
OUT-OF-STATE	7	150	18	175	8	153	32	193	18	146	27	191	17	154	17	188	10	151	29	190
FOREIGN COUNTRIES	-	-	6	6	-	-	13	13	-	1	5	6	1	-	5	6	-	-	7	7
TOTAL NONRESIDENTS	7	150	24	181	8	153	45	206	18	147	32	197	18	154	22	194	10	151	36	197
GRAND TOTAL	90	769	109	868	99	753	223	1,075	157	861	138	1,156	158	845	95	1,098	138	894	126	1,158

¹Includes first-time non-degree students.²"Other" includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

Figure 1.1:

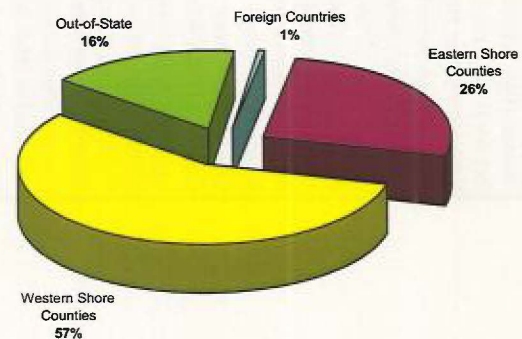
Comparison of New Undergraduates by Race/Ethnicity: Fall '02 through Fall '06



Source: Fall EIS file

Figure 1.2:

New Undergraduate Students by Geographic Origin: Fall 2006



**Table 2: Top Feeder High Schools to *Salisbury University*
Fall 2006**

Maryland High Schools	County	# of Freshmen	% of SU Freshman Class
Stephen Decatur High School	Worcester	25	2.4%
Parkside High School	Wicomico	25	2.4%
Bennett High School	Wicomico	23	2.2%
Bel Air High School	Harford	19	1.8%
Wicomico Senior High School	Wicomico	18	1.7%
Fallston High School	Harford	17	1.6%
Damascus High School	Montgomery	14	1.4%
Calvert Hall College High School	Calvert	12	1.2%
Atholton High School	Howard	11	1.1%
Urbana High School	Frederick	10	1.0%
Broadneck Senior High School	Anne Arundel	9	0.9%
Easton High School	Talbot	9	0.9%
Elkton High School	Cecil	9	0.9%
Centennial High School	Howard	9	0.9%
Linganore High School	Frederick	9	0.9%
Glenelg High School	Howard	9	0.9%
Richard Montgomery High School	Montgomery	9	0.9%
Snow Hill High School	Worcester	9	0.9%
Century High School	Westminster	9	0.9%
John Carroll High School	Harford	8	0.8%
Edgewood High School	Harford	8	0.8%
Howard High School	Howard	8	0.8%
Dulaney High School	Baltimore	8	0.8%
North Harford High School	Harford	8	0.8%
Westminster Senior High School	Carroll	8	0.8%
Cambridge South Dorchester H.S.	Dorchester	7	0.7%
Clear Spring High School	Washington	7	0.7%
Oakland Mills High School	Howard	7	0.7%
Wilde Lake High School	Howard	7	0.7%
Mount Hebron High School	Howard	7	0.7%
Colonel Richardson High School	Caroline	7	0.7%
Old Mill Senior High	Anne Arundel	7	0.7%
Maurice J. McDonough High School	Charles	7	0.7%
Franklin High School	Baltimore	7	0.7%
Salisbury Christian	Wicomico	7	0.7%
Westlake High School	Charles	7	0.7%
Good Counsel High School	Montgomery	7	0.7%
St. Johns College High School	Washington	7	0.7%
TOTAL	38	394	38.1%
Out-of-State High Schools	State	# of Freshmen	% of SU Freshman Class
Delmar Middle & Senior High School	Deleware	9	0.9%
Sussex Technical High School	Deleware	4	0.4%
Delsea Regional High School	New Jersey	4	0.4%
West Windsor-Plainsboro High School	New Jersey	4	0.4%
North Hunterdon High School	New Jersey	3	0.3%
Randolph High School	New Jersey	3	0.3%
Mainland Regional High School	New Jersey	3	0.3%
Immaculata High School	New Jersey	3	0.3%
Harborsfield High School	New York	3	0.3%
Oakton High School	Virginia	3	0.3%
TOTAL	9	30	2.9%
Total first-time, degree-seeking students: All States/Counties		1,033	

Table 3:

Applications/Acceptances/Enrollment First-time, Degree-seeking Students: Fall 1996, Fall 2002 to Fall 2006

Applicants for First Time Freshman Admission	Fall 1996	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Within County						
Applied	163	182	186	180	195	258
% of grand total	4.0%	3.4%	3.4%	3.6%	3.7%	4.4%
Accepted	91	109	134	123	124	166
% of grand total	4.7%	4.1%	4.6%	4.0%	4.1%	5.1%
Selectivity	55.8%	59.9%	72.0%	68.3%	63.6%	64.3%
Enrolled	61	77	79	82	71	104
% of grand total	8.8%	8.6%	8.3%	8.3%	7.4%	10.1%
Yield	67.0%	70.6%	59.0%	66.7%	57.3%	62.7%
Outside County, In-State						
Applied	2,288	3,719	3,891	3,622	3,749	4,160
% of grand total	55.8%	70.2%	70.1%	71.5%	70.8%	70.4%
Accepted	1,172	1,862	1,978	2,164	2,128	2,211
% of grand total	60.0%	69.6%	68.6%	69.7%	70.7%	68.3%
Selectivity	51.2%	50.1%	50.8%	59.7%	56.8%	53.1%
Enrolled	450	647	684	720	710	744
% of grand total	64.9%	71.9%	72.0%	73.0%	74.1%	72.0%
Yield	38.4%	34.7%	34.6%	33.3%	33.4%	33.6%
Outside State						
Applied	1,635	1,361	1,434	1,202	1,296	1,422
% of grand total	39.9%	25.7%	25.8%	23.7%	24.5%	24.1%
Accepted	683	689	746	789	732	831
% of grand total	35.0%	25.8%	25.9%	25.4%	24.3%	25.7%
Selectivity	41.8%	50.6%	52.0%	65.6%	56.5%	58.4%
Enrolled	178	170	179	173	172	174
% of grand total	25.7%	18.9%	18.8%	17.5%	18.0%	16.8%
Yield	26.1%	24.7%	24.0%	21.9%	23.5%	20.9%
Nonresident Alien						
Applied	12	36	38	63	56	70
% of grand total	0.3%	0.7%	0.7%	1.2%	1.1%	1.2%
Accepted	6	15	26	29	27	30
% of grand total	0.3%	0.6%	0.9%	0.9%	0.9%	0.9%
Selectivity	50.0%	41.7%	68.4%	46.0%	48.2%	42.9%
Enrolled	4	6	8	11	5	11
% of grand total	0.6%	0.7%	0.8%	1.1%	0.5%	1.1%
Yield	66.7%	40.0%	30.8%	37.9%	18.5%	36.7%
GRAND TOTAL						
Applied	4,098	5,298	5,549	5,067	5,296	5,910
Accepted	1,952	2,675	2,884	3,105	3,011	3,238
Enrolled	693	900	950	986	958	1,033
Acceptance Rate	48%	50.5%	52.0%	61.3%	56.9%	54.8%
Yield	36%	33.6%	32.9%	31.8%	31.8%	31.9%

Figure 2:

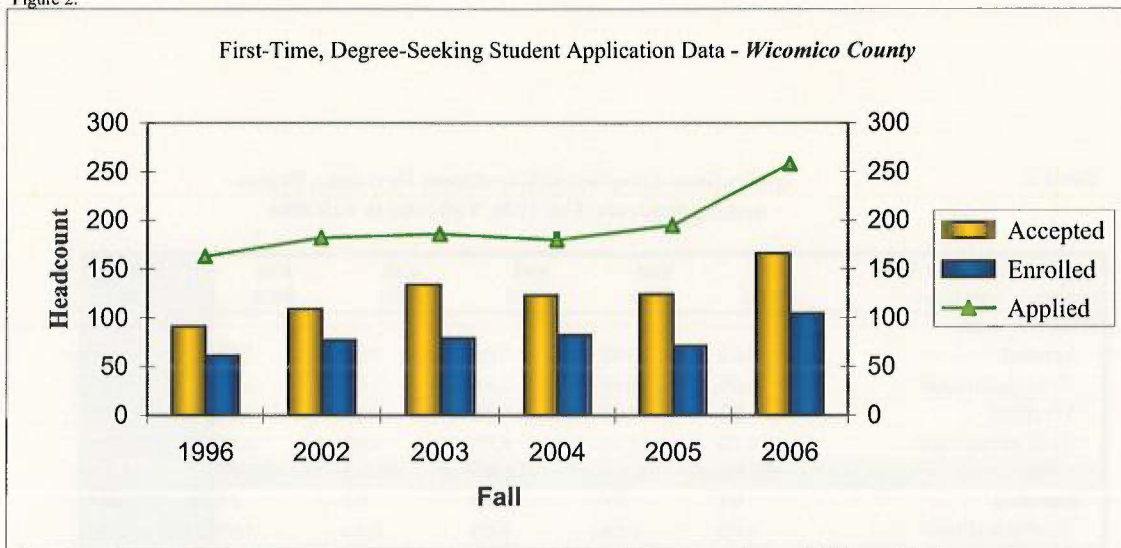


Figure 3:

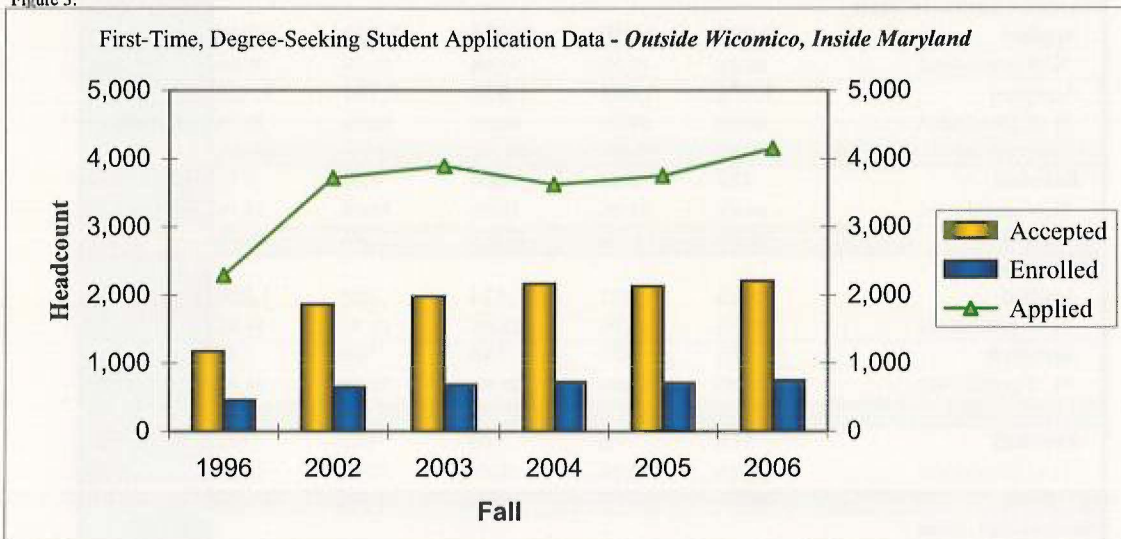


Figure 4:

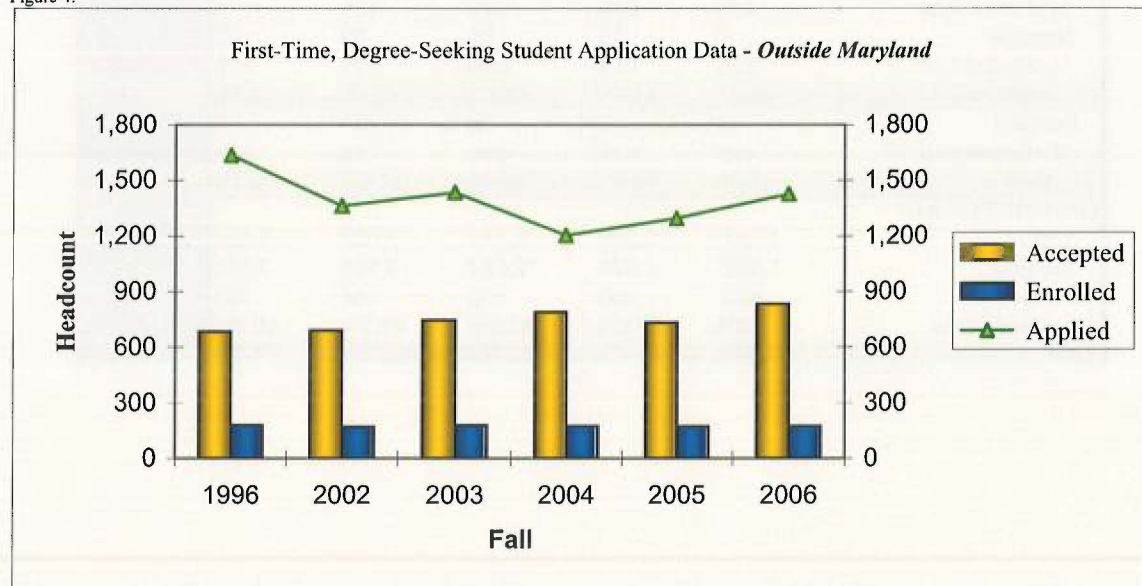


Table 4:

Applications/Acceptances/Enrollment Transfer Students :
Fall 1996, Fall 2002 to Fall 2006

Applicants for Transfer From Other Institutions	Fall 1996	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Within County						
Applied	108	150	198	170	168	245
% of grand total	11.0%	11.9%	14.8%	11.5%	10.7%	13.4%
Accepted	95	129	171	149	143	213
% of grand total	11.7%	12.8%	16.2%	12.7%	11.7%	15.2%
Selectivity	88.0%	86.0%	86.4%	87.6%	85.1%	86.9%
Enrolled	91	105	129	114	102	161
% of grand total	14.9%	15.1%	19.1%	15.6%	14.2%	18.7%
Yield	95.8%	81.4%	75.4%	76.5%	71.3%	75.6%
Outside County, In-State						
Applied	580	823	912	1,032	1,114	1,224
% of grand total	59.0%	65.5%	68.4%	69.8%	71.0%	67.1%
Accepted	484	677	727	822	883	930
% of grand total	59.4%	67.1%	68.8%	70.1%	72.5%	66.3%
Selectivity	83.4%	82.3%	79.7%	79.7%	79.3%	76.0%
Enrolled	367	483	466	521	537	587
% of grand total	60.0%	69.3%	69.0%	71.5%	75.0%	68.2%
Yield	75.8%	71.3%	64.1%	63.4%	60.8%	63.1%
Outside State						
Applied	284	247	207	243	242	297
% of grand total	28.9%	19.6%	15.5%	16.4%	15.4%	16.3%
Accepted	227	184	151	182	169	222
% of grand total	27.9%	18.2%	14.3%	15.5%	13.9%	15.8%
Selectivity	79.9%	74.5%	72.9%	74.9%	69.8%	74.7%
Enrolled	145	94	77	89	66	92
% of grand total	23.7%	13.5%	11.4%	12.2%	9.2%	10.7%
Yield	63.9%	51.1%	51.0%	48.9%	39.1%	41.4%
Nonresident Alien						
Applied	11	37	17	33	45	57
% of grand total	1.1%	2.9%	1.3%	2.2%	2.9%	3.1%
Accepted	9	19	7	19	23	37
% of grand total	1.1%	1.9%	0.7%	1.6%	1.9%	2.6%
Selectivity	81.8%	51.4%	41.2%	57.6%	51.1%	64.9%
Enrolled	9	15	3	5	11	21
% of grand total	1.5%	2.2%	0.4%	0.7%	1.5%	2.4%
Yield	100.0%	78.9%	42.9%	26.3%	47.8%	56.8%
GRAND TOTAL						
Applied	983	1,257	1,334	1,478	1,569	1,823
Accepted	815	1,009	1,056	1,172	1,218	1,402
Enrolled	612	697	675	729	716	861
Acceptance Rate	83%	80.3%	79.2%	79.3%	77.6%	76.9%
Yield	75%	69.1%	63.9%	62.2%	58.8%	61.4%

Figure 5:

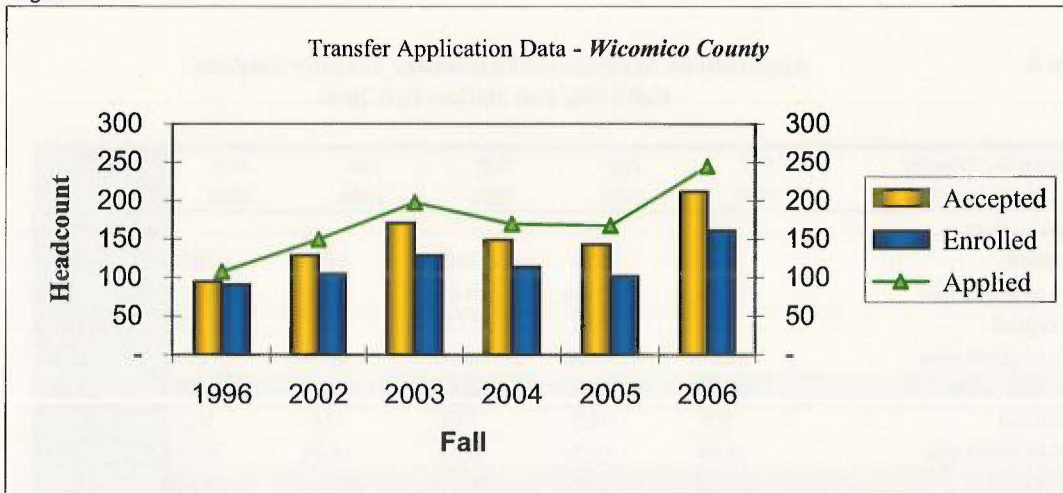


Figure 6:

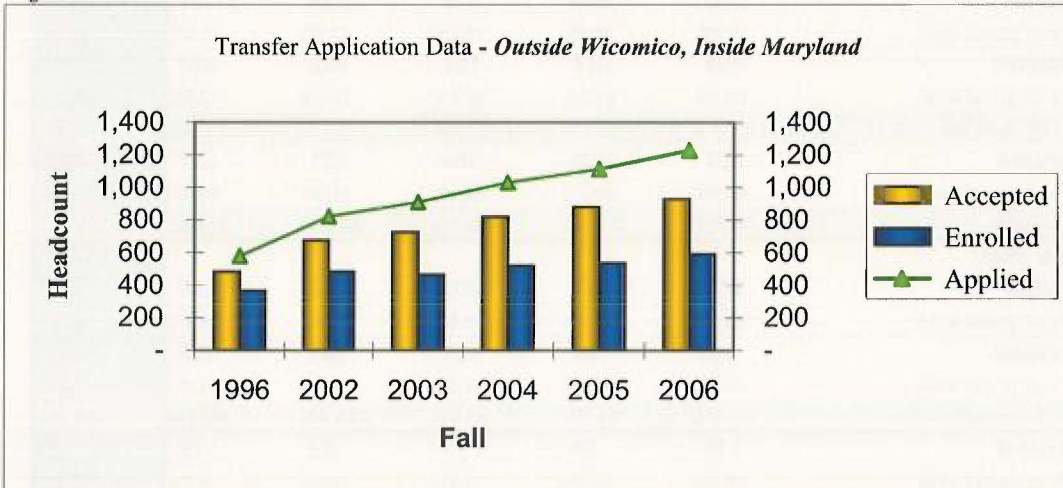


Figure 7:

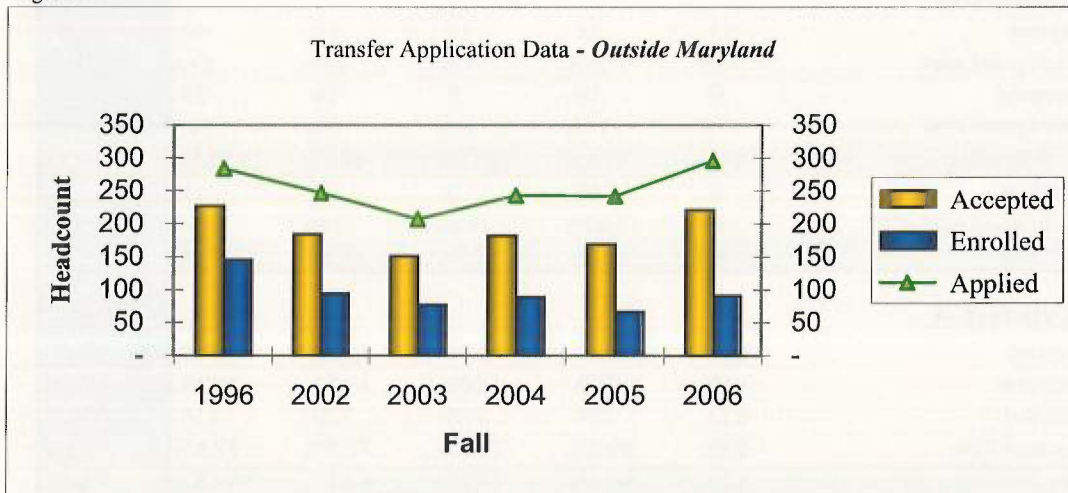


Table 5:

Applications/Acceptances/Enrollment by Race/Ethnicity
First-time, Degree-seeking Students, Fall 2006

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	42	2	17	9	186	2	258	4.4%
Accepted	13	1	13	5	133	1	166	5.1%
Enrolled	8	-	11	3	81	1	104	10.1%
Outside County, In-State								
Applied	716	17	161	147	3,054	54	4,149	70.2%
Accepted	253	9	102	91	1,740	11	2,206	68.1%
Enrolled	107	3	18	20	595	1	744	72.0%
Outside State								
Applied	129	8	26	41	1,189	33	1,426	24.1%
Accepted	45	4	21	30	719	14	833	25.7%
Enrolled	9	2	3	7	149	4	174	16.8%
Foreign Country								
Applied	-	-	-	-	-	77	77	1.3%
Accepted	-	-	-	-	-	33	33	1.0%
Enrolled	-	-	-	-	-	11	11	1.1%
GRAND TOTAL								
Applied	887	27	204	197	4,429	166	5,910	
% applied by race/ethnicity	15.0%	0.5%	3.5%	3.3%	74.9%	2.8%		
Accepted	311	14	136	126	2,592	59	3,238	
% accepted by race/ethnicity	9.6%	0.4%	4.2%	3.9%	80.0%	1.8%		
Enrolled	124	5	32	30	825	17	1,033	
% enrolled by race/ethnicity	12.0%	0.5%	3.1%	2.9%	79.9%	1.6%		
Acceptance Rate	35.1%	51.9%	66.7%	64.0%	58.5%	35.5%	54.8%	
Yield	39.9%	35.7%	23.5%	23.8%	31.8%	28.8%	31.9%	

Table 6:

Applications/Acceptances/Enrollment by Race/Ethnicity
Transfer Students, Fall 2006

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	50	2	10	8	174	1	245	13.4%
Accepted	37	2	8	8	157	1	213	15.2%
Enrolled	28	-	6	6	121	-	161	18.7%
Outside County, In-State								
Applied	207	7	33	30	936	11	1,224	67.1%
Accepted	120	5	24	25	750	6	930	66.3%
Enrolled	72	2	13	17	482	1	587	68.2%
Outside State								
Applied	41	2	4	13	231	6	297	16.3%
Accepted	20	1	2	11	184	4	222	15.8%
Enrolled	8	-	1	4	78	1	92	10.7%
Foreign Country								
Applied	-	-	-	-	-	57	57	3.1%
Accepted	-	-	-	-	-	37	37	2.6%
Enrolled	-	-	-	-	-	21	21	2.4%
GRAND TOTAL								
Applied	298	11	47	51	1,341	75	1,823	
% applied by race/ethnicity	5.0%	0.2%	0.8%	0.9%	22.7%	1.3%		
Accepted	177	8	34	44	1,091	48	1,402	
% accepted by race/ethnicity	5.5%	0.2%	1.1%	1.4%	33.7%	1.5%		
Enrolled	108	2	20	27	681	23	861	
% enrolled by race/ethnicity	10.5%	0.2%	1.9%	2.6%	65.9%	2.2%		
Acceptance Rate	59.4%	72.7%	72.3%	86.3%	81.4%	64.0%	76.9%	
Yield	61.0%	25.0%	58.8%	61.4%	62.4%	47.9%	61.4%	

Table 6.1:

NEW Degree-seeking Student Enrollment: Undergraduate by School, Discipline & Admit Type, Fall 2006

Program	First-time Freshmen	% of total program enrollment	New Transfers	% of total program enrollment	All New Undergraduates	% of total program enrollment	Total Undergraduates by Program
Fulton School of Liberal Arts							
Art	2	2.6%	3	3.9%	5	6.5%	77
Art (Fine)	26	17.2%	25	16.6%	51	33.8%	151
Communication Arts	41	8.6%	53	11.2%	94	19.8%	475
Conflict Resolution	2	5.6%	1	2.8%	3	8.3%	36
English	29	15.8%	23	12.6%	52	28.4%	183
Engl for Spkrs of other Lng	-	0.0%	-	0.0%	-	0.0%	4
Environmental Issues	7	38.9%	1	5.6%	8	44.4%	18
French	1	25.0%	-	0.0%	1	25.0%	4
History	29	13.1%	24	10.9%	53	24.0%	221
Interdisciplinary Studies	1	1.3%	4	5.0%	5	6.3%	80
International Studies	8	19.5%	1	2.4%	9	22.0%	41
Music	9	24.3%	5	13.5%	14	37.8%	37
Philosophy	1	2.1%	3	6.4%	4	8.5%	47
Political Science	27	21.4%	15	11.9%	42	33.3%	126
Psychology	52	15.6%	43	12.9%	95	28.4%	334
Sociology	6	11.8%	9	17.6%	15	29.4%	51
Spanish	4	10.3%	7	17.9%	11	28.2%	39
Theatre	3	11.5%	5	19.2%	8	30.8%	26
Subtotal	248	12.7%	222	11.4%	470	24.1%	1,950
Henson School of Science & Technology							
Biology	114	24.6%	61	13.2%	175	37.8%	463
Chemistry	26	28.0%	14	15.1%	40	43.0%	93
CLS/Medical Technology	4	11.8%	7	20.6%	11	32.4%	34
Computer Science	22	27.5%	9	11.3%	31	38.8%	80
Environmental Health	-	0.0%	1	6.3%	1	6.3%	16
Geography	8	9.6%	8	9.6%	16	19.3%	83
Mathematics	19	19.6%	8	8.2%	27	27.8%	97
Nursing	80	19.0%	63	15.0%	143	34.0%	421
Physics	10	25.0%	2	5.0%	12	30.0%	40
Respiratory Therapy	1	1.4%	12	17.1%	13	18.6%	70
Subtotal	284	20.3%	185	13.2%	469	33.6%	1,397
Perdue School of Business							
Accounting	29	11.4%	38	14.9%	67	26.3%	255
Business Administration	165	25.9%	111	17.5%	276	43.4%	636
Economics	4	12.5%	4	12.5%	8	25.0%	32
Finance	6	4.0%	14	9.4%	20	13.4%	149
Information Systems	3	3.6%	7	8.4%	10	12.0%	83
Management	8	3.5%	27	11.7%	35	15.2%	230
Marketing	33	13.0%	36	14.2%	69	27.2%	254
Subtotal	248	15.1%	237	14.5%	485	29.6%	1,639
Seidel School of Education and Professional Studies							
Athletic Training	36	34.0%	14	13.2%	50	47.2%	106
Early Childhood Education	18	13.3%	23	17.0%	41	30.4%	135
Elementary Education	64	14.0%	52	11.4%	116	25.3%	458
Exercise Science	18	8.7%	31	15.0%	49	23.7%	207
Health Education	-	0.0%	5	29.4%	5	29.4%	17
Physical Education	23	13.8%	25	15.0%	48	28.7%	167
Social Work	5	3.1%	36	22.5%	41	25.6%	160
Subtotal	164	13.1%	186	14.9%	350	28.0%	1,250
Undeclared major ¹	89	31.4%	31	11.0%	120	42.4%	283
Non-degree students					125	46.0%	272
TOTAL	1,033	15.2%	861	12.7%	2,019	29.7%	6,791

¹ Degree-Seeking Students who have not declared a major.

Table 7:

SAT Score Ranges
New First-time, Degree-seeking Students
Fall 2002 - Fall 2006

	Fall 2002 #/ % of Total		Fall 2003 #/ % of Total		Fall 2004 #/ % of Total		Fall 2005 #/ % of Total		Fall 2006 #/ % of Total	
SAT-VERBAL										
Score Ranges										
700-800	14	1.6%	22	2.3%	19	1.9%	24	2.5%	7	0.7%
600-699	206	22.9%	215	22.6%	204	20.7%	235	24.5%	208	20.1%
500-599	514	57.1%	552	58.1%	596	60.4%	543	56.7%	604	58.5%
Sub-total		81.6%		83.1%		83.1%		83.7%		79.3%
400-499	138	15.3%	141	14.8%	152	15.4%	119	12.4%	190	18.4%
300-399	2	0.2%	5	0.5%	4	0.4%	4	0.4%	8	0.8%
200-299	-	-	-	-	-	-	-	-	-	-
Others ²	26	2.9%	15	1.6%	11	1.1%	33	3.4%	16	1.5%
Total First-time Students ¹	900	100.0%	950	100.0%	986	100.0%	958	100.0%	1,033	100.0%
MEAN Score	555		555		553		561		546	
SAT-MATH										
Score Ranges										
700-800	31	3.4%	36	3.8%	23	2.3%	33	3.4%	18	1.7%
600-699	269	29.9%	323	34.0%	284	28.8%	302	31.5%	263	25.5%
500-599	486	54.0%	486	51.2%	557	56.5%	511	53.3%	555	53.7%
Sub-total		87.3%		88.9%		87.6%		88.3%		80.9%
400-499	85	9.4%	90	9.5%	108	11.0%	74	7.7%	174	16.8%
300-399	3	0.3%	-	-	3	0.3%	5	0.5%	7	0.7%
200-299	-	-	-	-	-	-	-	-	-	-
Others ²	26	2.9%	15	1.6%	11	1.1%	33	3.4%	16	1.5%
Total First-time Students ¹	900	100%	950	100.0%	986	100.0%	958	100.0%	1,033	100.0%
MEAN Score	571		578		568		575		558	
SAT-COMBINED (V+M)										
Score Ranges										
1500-1600	-	-	1	0.1%	-	-	2	0.2%	1	0.1%
1400-1499	6	0.7%	5	0.5%	8	0.8%	11	1.1%	5	0.5%
1300-1399	36	4.0%	63	6.6%	41	4.2%	47	4.9%	30	2.9%
1200-1299	151	16.8%	170	17.9%	150	15.2%	172	18.0%	145	14.0%
Sub-total		21.4%		25.2%		20.2%		24.2%		17.5%
1100-1199	353	39.2%	354	37.3%	376	38.1%	371	38.7%	353	34.2%
1000-1099	259	28.8%	280	29.5%	327	33.2%	256	26.7%	354	34.3%
Sub-total		68.0%		66.7%		71.3%		65.4%		68.4%
900-999	56	6.2%	53	5.6%	63	6.4%	55	5.7%	105	10.2%
800-899	13	1.4%	-	-	10	1.0%	11	1.1%	22	2.1%
700-799	-	-	-	-	-	-	-	-	1	0
600-699	-	-	-	-	-	-	-	-	1	0
500-599	-	-	-	-	-	-	-	-	-	-
Others ²	26	2.9%	24	2.5%	11	1.1%	33	3.4%	16	1.5%
Total First-time Students ¹	900	100%	950	100%	986	100%	958	100%	1,033	100%
MEAN Score	1,126		1,133		1,121		1,136		1,104	
SAT-WRITING										
Score Ranges										
700-800									10	1.0%
600-699									177	17.1%
500-599									597	57.8%
Sub-total										75.9%
400-499									206	19.9%
300-399									8	0.8%
200-299									-	-
Others ²									35	3.4%
Total First-time Students ¹									1,033	100.0%
MEAN Score									543	
SAT-COMBINED (V+M+W)										
Score Ranges										
2300-2400									-	0.0%
2200-2299									1	0.1%
2100-2199									4	0.4%
2000-2099									10	1.0%
1900-1999									34	3.3%
1800-1899									105	10.2%
Sub-total										14.9%
1700-1799									179	17.3%
1600-1699									299	28.9%
1500-1599									250	24.2%
Sub-total										70.5%
1400-1499									67	6.5%
1300-1399									41	4.0%
1200-1299									7	0.7%
1100-1199									1	0.1%
Others ²									35	3.4%
Total First-time Students ¹									1,033	100%
MEAN Score									1,646	

NOTES: ¹ Total number includes full and part-time first-time students.^{2a} Others* are first-time students without SAT scores.^{2b} First-time students had the option of submitting SAT-Writing scores with their Fall 2006 admissions application.

Table 8:

Comparison of MEAN SAT scores at Salisbury University, Maryland, and USA
Fall 2002-2006

Year	Total Entering	Total w/ Scores	Salisbury University			Maryland ²			USA ²			High School GPA
			Verbal	Math	Composite ¹	Verbal	Math	Composite	Verbal	Math	Composite	
2002	900	873	555	571	1126	507	513	1020	504	516	1020	3.42
2003	950	935	555	578	1133	509	515	1024	507	519	1026	3.47
2004	986	975	553	568	1121	511	515	1026	508	518	1026	3.45
2005	958	925	561	575	1136	511	515	1026	508	520	1028	3.46
2006	1033	1017	546	558	1104	503	509	1012	503	518	1021	3.43

Figure 8: Salisbury University First-time, Degree-seeking Student MEAN SAT Scores: 2002-2006

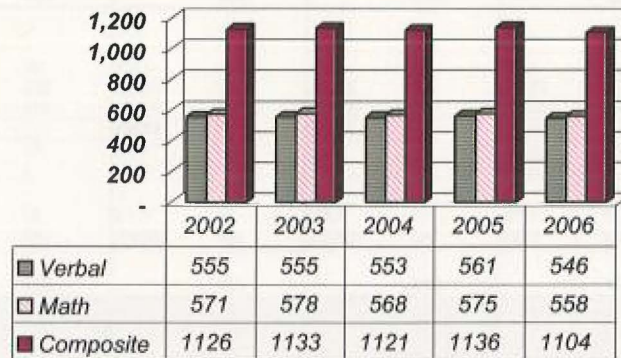


Figure 9:

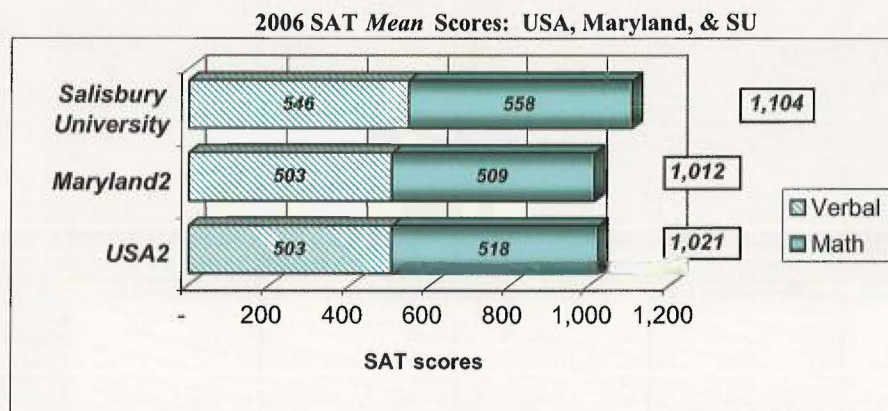


Table 9:

Comparison of 2006 SAT Scores by Percentiles for SU, Maryland, and USA

	25th Percentile			50th Percentile			75th Percentile		
	Verbal	Math	Composite ¹	Verbal	Math	Composite	Verbal	Math	Composite
Salisbury University	510	510	1020	540	560	1100	590	600	1190
Maryland ²	420	420	840	500	510	1010	580	600	1180
USA ²	430	440	870	500	520	1020	580	600	1180

¹Composite score is the total of the math and verbal scores in each category.²Source for USA and Maryland SAT scores is the College Board. SU scores are from SU database.

Undergraduate Financial Aid Awards Summary
AY 00-01 through AY 05-06

Table 1:

Type	AY 00-01	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06	% of FY '06 UG FTES*
GRANTS							
Pell Grants	886	940	1,232	1,000	1,026	916	14.5%
SEOG	185	220	363	282	257	265	4.2%
Other Federal Grants	25	18	31	64	70	72	1.1%
Educational Assistance Grants	-	-	942	776	803	929	14.7%
Guaranteed Access Grants	-	-	44	34	34	33	0.5%
Part-Time Grants	-	-	33	24	38	36	0.6%
Grants from Private Sources	25	19	17	17	16	14	0.2%
Institutional Grants	96	134	270	550	675	690	10.9%
Subtotal UG Grants	1,217	1,331	2,932	2,747	2,919	2,955	
LOANS							
Federal Perkins Loans	169	152	154	125	135	131	2.1%
Federal Stafford Loans	2,765	2,910	5,052	3,819	4,023	3,846	60.7%
Federal PLUS Loans ¹	1,009	1,085	1,625	1,292	1,416	1,453	22.9%
Loans from Private Sources	59	101	209	224	291	402	6.3%
Subtotal UG Loans	4,002	4,248	7,040	5,460	5,865	5,832	
SCHOLARSHIPS							
Developmental Workforce TAP	-	-	-	5	4	7	0.1%
State Distinguished	-	33	38	22	22	25	0.4%
Delgates	185	199	377	264	312	371	5.9%
Senatorial	255	260	456	360	393	386	6.1%
All Other Scholarships from Commission ²	336	586	-	-	-	-	0.0%
HOPE General	-	-	145	63	52	27	0.4%
Distinguished Scholar/Teacher Educ.	35	-	-	5	5	5	0.1%
MD Teacher	-	-	492	271	182	83	1.3%
State Nursing & Living Expense	-	-	41	18	62	57	0.9%
Science & Technology	-	-	128	50	34	14	0.2%
Edward T. Conroy Memorial	-	-	-	2	1	1	0.0%
Child Care Provider Development	-	-	-	-	-	1	0.0%
Christa McAuliffe Scholarship	-	-	-	-	-	2	0.0%
Distinguished Scholar CC Trnsfr Award	-	-	-	-	-	10	0.2%
Other Institutional	194	248	379	295	333	406	6.4%
Other Private	718	803	1,131	702	766	890	14.0%
Tuition waivers/Employee/Dependent	252	247	337	494	283	462	7.3%
Tuition waivers for Sr/Disabled Citizens	22	25	22	19	25	15	0.2%
Tuition waivers to students	237	235	280	20	214	153	2.4%
Subtotal UG Scholarships	2,940	3,410	3,826	2,590	2,688	2,915	
STUDENT EMPLOYMENT							
Federal College Work-Study	98	96	124	101	91	83	1.3%
Instnl Work-Study Student Employment	76	96	-	-	-	-	
Subtotal Student Employment	5,163	6,006	124	101	91	83	
Total Awards for ALL Types of Aid	8,333	9,181	13,922	10,898	11,563	11,785	
Recipients (unduplicated)	4,063	4,305	4,555	4,450	4,544	4,634	73.1%
Average Award	\$3,210	\$3,261	\$2,341	\$3,286	\$3,363	\$3,443	
Average Dollars per Recipient	\$6,583	\$6,955	\$7,157	\$8,047	\$8,558	\$8,757	
Total Dollar Amount of Aid	\$26,747,371	\$29,941,007	\$32,597,969	\$35,810,940	\$38,889,011	\$40,581,010	

*UG FTES for FY '06 = 6,338

¹PLUS is a program whereby parents take out loans on behalf of the education of their children.

²Indicates Maryland Higher Education Commission through the State Scholarship Board.

Source: FAIS, Formerly MHEC S-5 completed by SU's Financial Aid Office

Table 2:

Salisbury University
Financial Aid Comparison Among Select Maryland Public Institutions
FY 2005

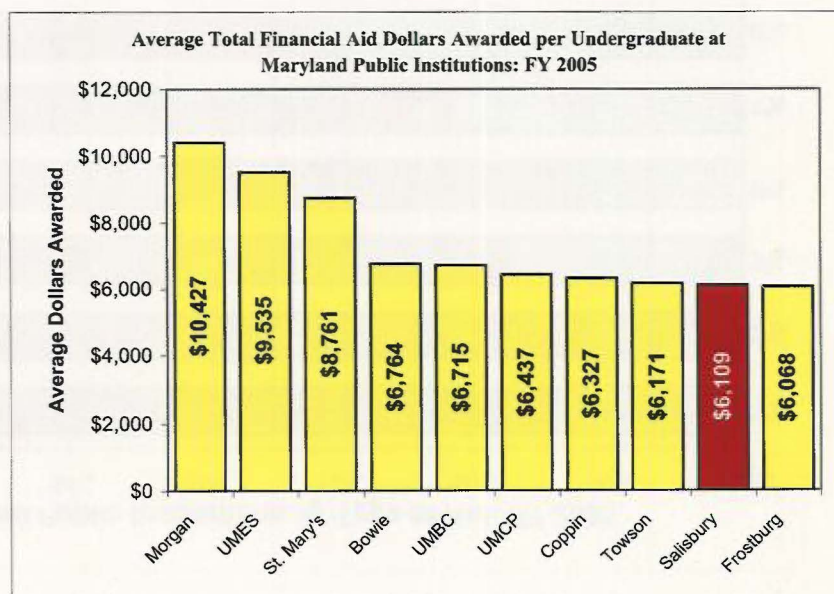
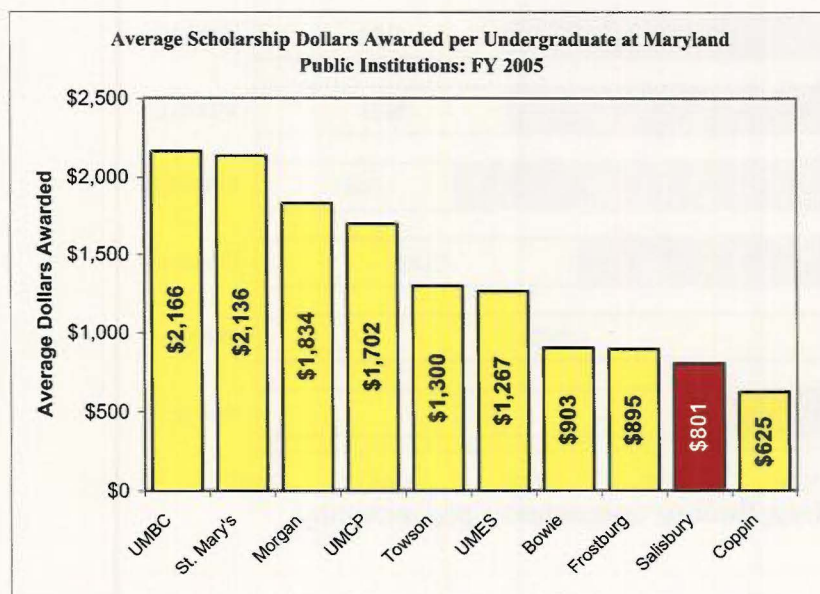
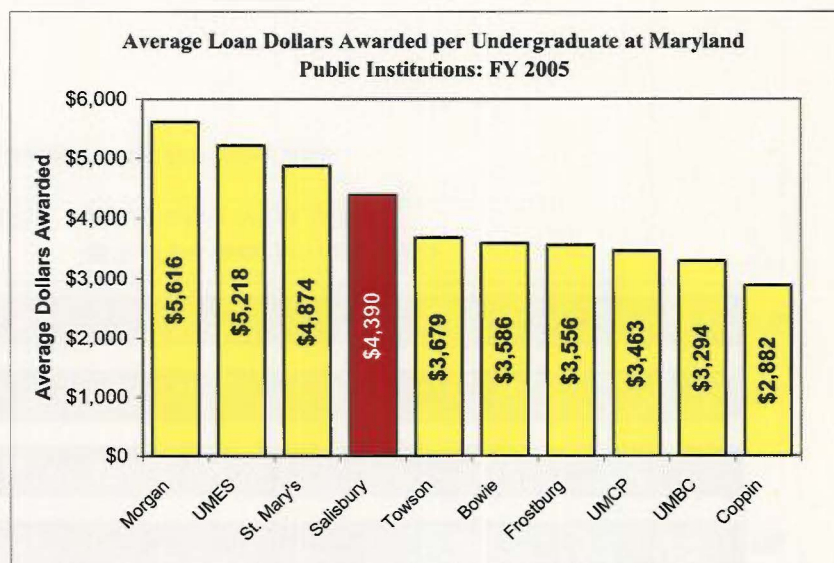
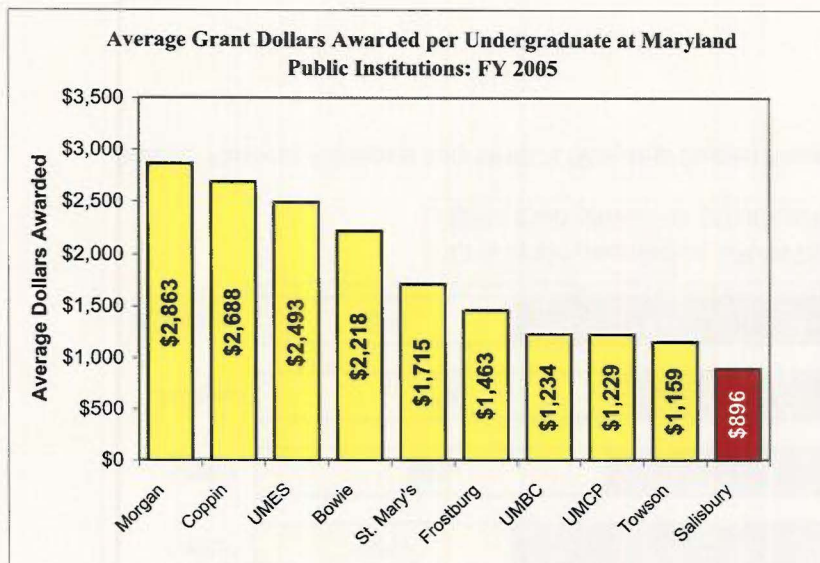
	Bowie	Coppin	Frostburg	Salisbury	Towson	UMBC	UMCP	UMES	Morgan	St. Mary's
# undergraduates, Fall 2004 ¹	4,027	3,290	4,522	6,366	14,311	9,668	25,140	3,346	6,244	1,935
Grants²	\$ 8,932,200	\$ 8,842,191	\$ 6,615,133	\$ 5,705,071	\$ 16,582,987	\$ 11,926,095	\$ 30,886,849	\$ 8,341,113	\$ 17,876,531	\$ 3,319,194
Grants awarded	4,122	4,469	3,418	2,919	6,786	7,172	14,023	3,693	6,877	1,246
Unduplicated #	1,837	2,275	1,576	1,597	3,611	2,802	6,894	1,845	4,055	546
Average grant award per undergrad	\$ 2,218	\$ 2,688	\$ 1,463	\$ 896	\$ 1,159	\$ 1,234	\$ 1,229	\$ 2,493	\$ 2,863	\$ 1,715
Ratio of unduplicated grants awarded per FT undergrads	0.46	0.69	0.35	0.25	0.25	0.29	0.27	0.55	0.65	0.28
Loans²	\$ 14,442,290	\$ 9,483,250	\$ 16,080,074	\$ 27,943,915	\$ 52,656,645	\$ 31,846,653	\$ 87,058,954	\$ 17,460,702	\$ 35,063,622	\$ 9,432,062
Loans awarded	3,413	2,767	4,298	5,865	11,592	8,306	17,850	4,293	7,879	1,598
Unduplicated #	2,093	2,023	2,508	3,307	6,621	3,905	10,286	2,246	4,645	905
Average loan award per undergrad	\$ 3,586	\$ 2,882	\$ 3,556	\$ 4,390	\$ 3,679	\$ 3,294	\$ 3,463	\$ 5,218	\$ 5,616	\$ 4,874
Ratio of unduplicated loans awarded per FT undergrads	0.52	0.61	0.55	0.52	0.46	0.40	0.41	0.67	0.74	0.47
Scholarships²	\$ 3,637,470	\$ 2,055,842	\$ 4,049,395	\$ 5,101,459	\$ 18,607,591	\$ 20,942,393	\$ 42,790,633	\$ 4,240,328	\$ 11,448,606	\$ 4,132,980
Scholarships awarded	1,275	626	2,154	2,688	6,600	5,128	14,896	1,803	2,579	1,495
Unduplicated #	947	528	1,386	1,882	4,054	2,834	8,259	1,131	1,757	981
Average scholarship award per undergrad	\$ 903	\$ 625	\$ 895	\$ 801	\$ 1,300	\$ 2,166	\$ 1,702	\$ 1,267	\$ 1,834	\$ 2,136
Ratio of unduplicated scholarships awarded per FT undergrad	0.24	0.16	0.31	0.30	0.28	0.29	0.33	0.34	0.28	0.51
Student Employment²	\$ 225,537	\$ 434,961	\$ 693,361	\$ 138,566	\$ 459,495	\$ 204,034	\$ 1,101,494	\$ 1,862,108	\$ 717,295	\$ 67,791
Student Employment awarded	125	208	915	91	288	86	835	1,112	465	117
Unduplicated #	125	206	852	73	288	86	835	791	395	117
Average employment award per undergrad	\$ 56	\$ 132	\$ 153	\$ 22	\$ 32	\$ 21	\$ 44	\$ 557	\$ 115	\$ 35
Ratio of unduplicated employment awarded per FT undergrad	0.03	0.06	0.19	0.01	0.02	0.01	0.03	0.24	0.06	0.06
Total financial aid awarded²	\$ 27,237,497	\$ 20,816,244	\$ 27,437,963	\$ 38,889,011	\$ 88,306,718	\$ 64,919,175	\$ 161,837,930	\$ 31,904,251	\$ 65,106,054	\$ 16,952,027
Total financial aid awarded	8,935	8,070	10,785	11,563	25,266	20,692	47,604	10,901	17,800	4,456
Unduplicated #	2,959	2,853	3,492	4,544	9,427	6,471	16,992	3,188	5,952	1,495
Average financial aid award package per undergrad	\$ 6,764	\$ 6,327	\$ 6,068	\$ 6,109	\$ 6,171	\$ 6,715	\$ 6,437	\$ 9,535	\$ 10,427	\$ 8,761
Ratio of unduplicated awards per FT undergrads	0.73	0.87	0.77	0.71	0.66	0.67	0.68	0.95	0.95	0.77
Percent of aid offered as grants	33%	42%	24%	15%	19%	18%	19%	26%	27%	20%
Percent of aid offered as loans	53%	46%	59%	72%	60%	49%	54%	55%	54%	56%
Percent of aid offered as scholarships	13%	10%	15%	13%	21%	32%	26%	13%	18%	24%
Percent of other forms of aid	1%	2%	3%	0%	1%	0%	1%	6%	1%	0%

Notes:

¹Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, May 2005"²Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", November 2006

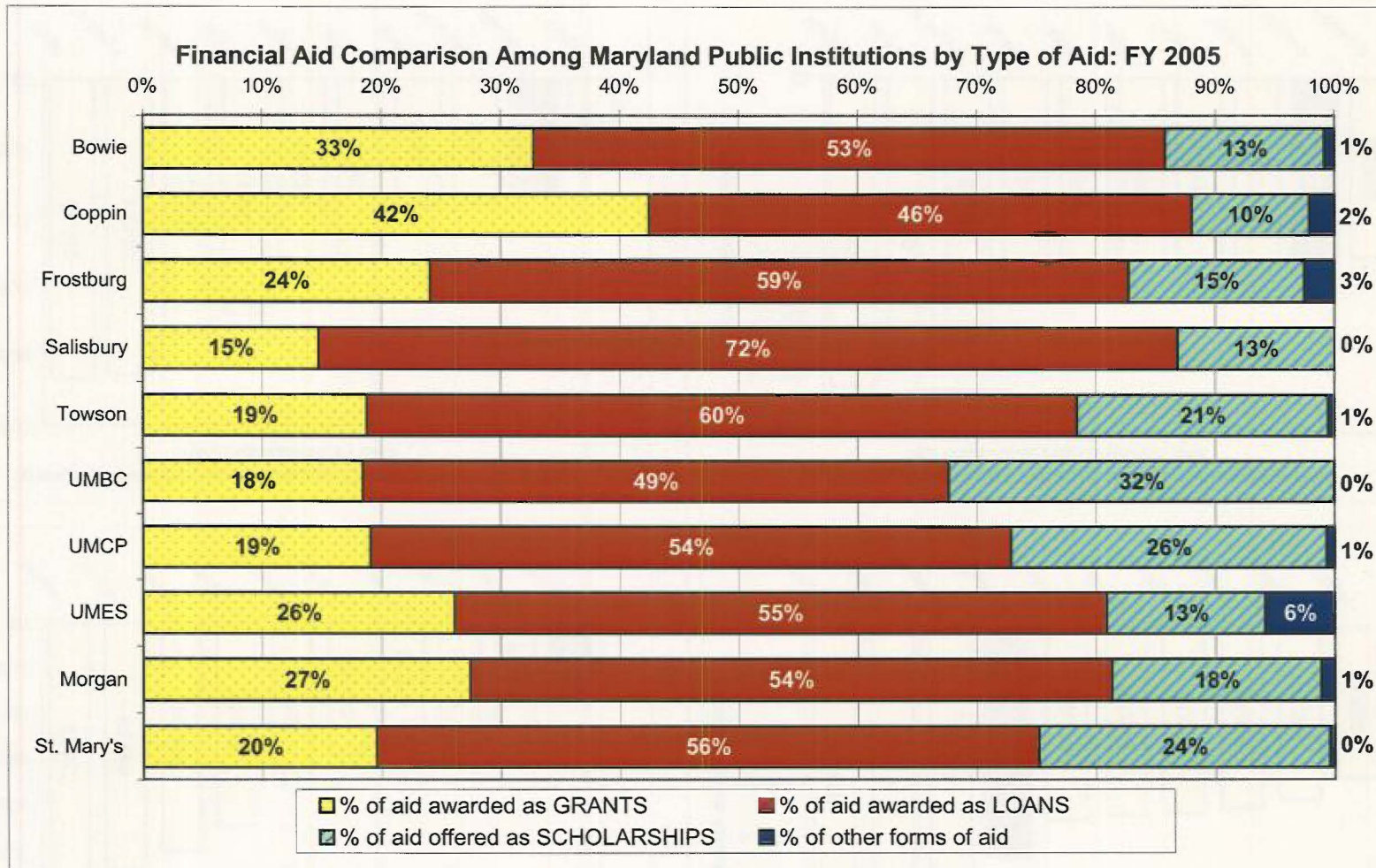
Figure 1:

Salisbury University
Select Financial Aid Comparisons Among Maryland Public Institutions
by Type of Aid: FY 2005



Sources: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated November 2006. Average is calculated using headcount data from MHEC's "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions" dated May 2005.

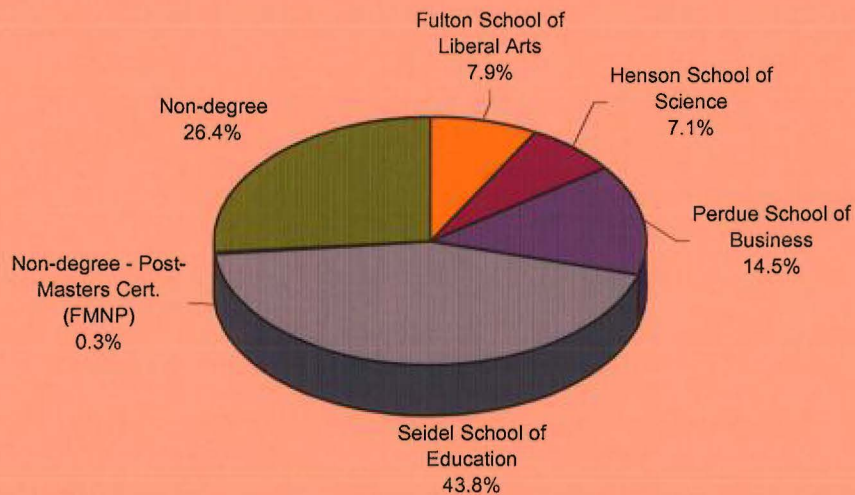
Figure 2:



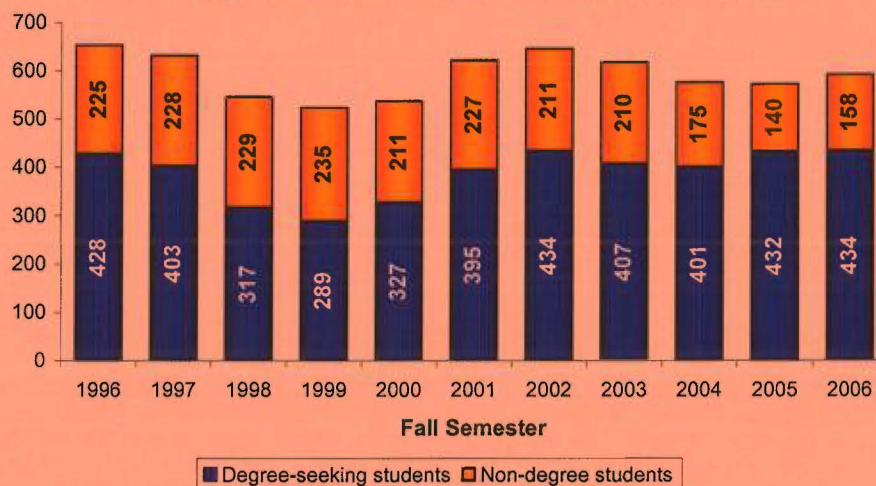
Source: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated November 2006.

Graduate Enrollment & Demographics

Fall 2006: Graduate Enrollment by School



**Graduate Enrollment:
Degree and Non-Degree Seeking: 1996-2006**





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Table 1:

Total Graduate Enrollment: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	653	645	617	576	572	592	(61)
% Annual Growth	-3.1%	3.7%	-4.3%	-6.6%	-0.7%	3.5%	-9.3%
Total Men	194	184	171	143	141	152	(42)
% Men	29.7%	28.5%	27.7%	24.8%	24.7%	25.7%	-21.6%
Total Women	459	461	446	433	431	440	(19)
% Women	70.3%	71.5%	72.3%	75.2%	75.3%	74.3%	-4.1%
F.T.E.S.	237.9	288.0	281.3	281.8	299.4	292.8	55
% Annual Growth	3.9%	15.5%	-2.3%	0.2%	6.2%	-2.2%	23.1%
Full-Time Students	153	154	154	167	184	156	3
Men	58	58	58	50	45	50	(8)
Women	95	96	96	117	139	106	11
% Full-Time	23.4%	23.9%	25.0%	29.0%	32.2%	26.4%	2.0%
Average Age, FT Students	N/A	26.7	27.1	28.1	27.4	27.5	
Part-Time Students	500	491	463	409	388	436	(64)
Men	136	126	113	93	96	102	(34)
Women	364	365	350	316	292	334	(30)
% Part-Time	76.6%	76.1%	75.0%	71.0%	67.8%	73.6%	-12.8%
Average Age, PT Students	N/A	34.9	34.0	34.2	33.7	33.6	
Average Graduate Student Age	N/A	32.9	32.3	32.4	31.6	32.0	

Figure 1: Full- and Part-Time Graduate Enrollment: 1996, 2002-2006

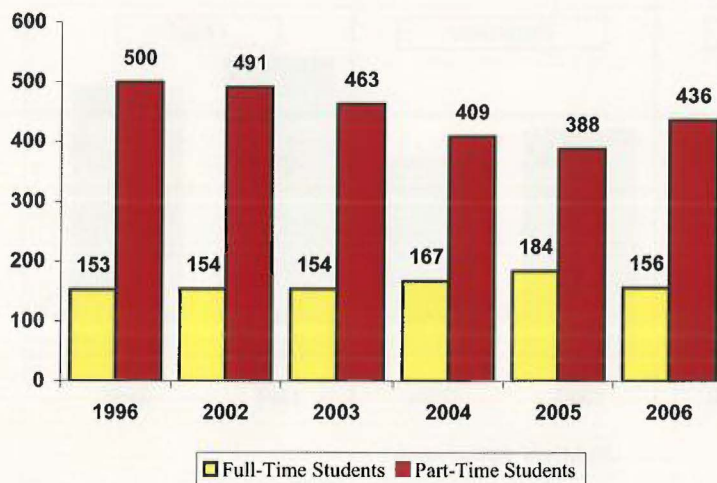


Table 2: Total Graduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2006

Ethnicity	Full-time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	7	17	4	24	11	41	52	8.8%	9.1%
American Indian	-	-	-	1	-	1	1	0.2%	0.2%
Asian/Pacific Islander	-	2	1	-	1	2	3	0.5%	0.5%
Hispanic	1	3	2	3	3	6	9	1.5%	1.6%
White	36	76	87	292	123	368	491	82.9%	85.7%
Nonresident Alien	6	6	2	3	8	9	17	2.9%	3.0%
Subtotal	50	104	96	323	146	427	573	96.8%	100.0%
Unknown	-	2	6	11	6	13	19	3.2%	
TOTAL	50	106	102	334	152	440	592	100.0%	

¹Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 2: Total Graduate Enrollment by Race & Ethnicity, Fall 2006

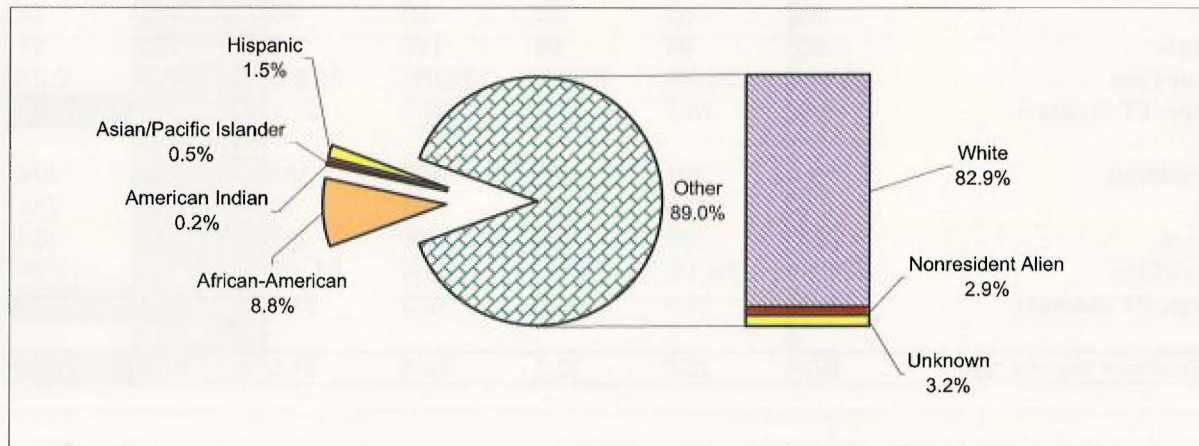


Figure 3: Graduate Enrollment Comparison by Sex and Status: Fall 1996 and Fall 2006

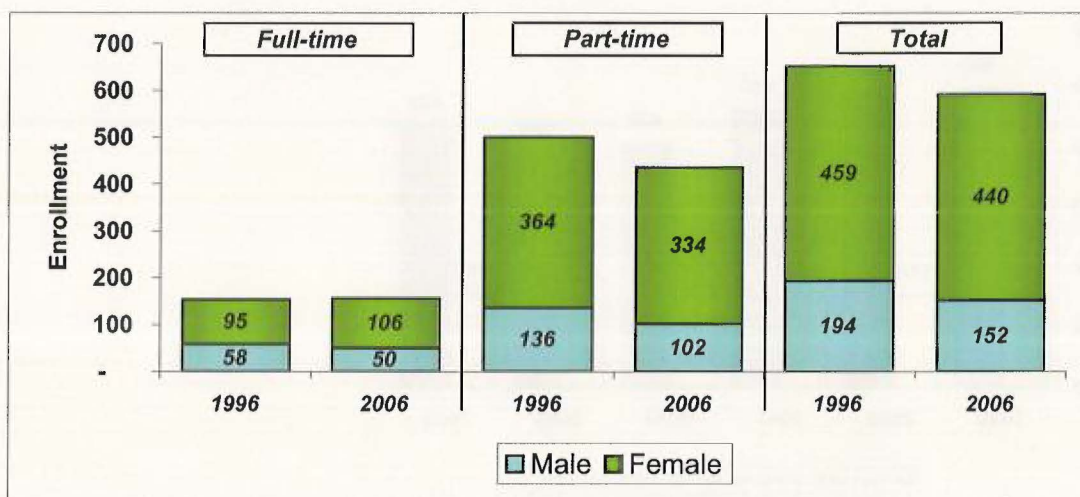


Table 3:

Total Graduate Demographics: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	653	645	617	576	572	592	(61)
MD Residents	512	507	529	512	511	510	(2)
% MD Residents	78.4%	78.6%	85.7%	88.9%	89.3%	86.1%	-0.4%
Out-of-State	127	112	75	52	52	65	(62)
Nonresident Alien	14	25	13	12	9	17	3
Other ¹	-	1	-	-	-	-	
African-American	46	63	51	48	58	52	6
American Indian	-	-	1	1	-	1	1
Asian/Pacific Islander	5	6	3	3	6	3	(2)
Hispanic	2	6	5	8	6	9	7
Nonresident Alien	13	25	13	12	9	17	4
White	587	506	493	471	470	491	(96)
Unknown	-	39	51	33	23	19	19
Total	653	645	617	576	572	592	(61)
Total Known Minority	53	75	60	60	70	65	12
Total Known Min + NRA	66	100	73	72	79	82	16
Known Minority	8.1%	12.4%	10.6%	11.0%	12.8%	11.3%	22.6%
Minority + Nonresident Alien	10.1%	16.5%	12.9%	13.3%	14.4%	14.3%	24.2%
Unknown	-	6.0%	8.3%	5.7%	4.0%	3.2%	

NOTES: ¹Students with "OTHER" residence detailed on Glossary page.

Figure 4:

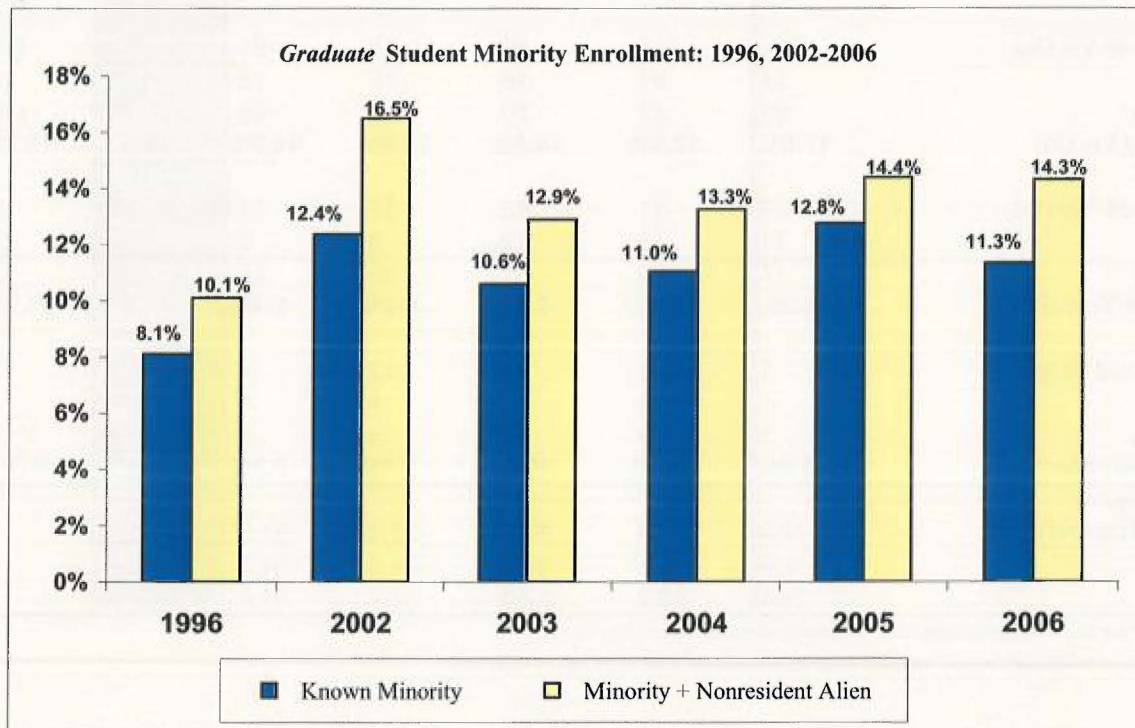


Table 4: Total Graduate Enrollment by Age and Sex: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	653	645	617	576	572	592	(61)
Total 20 and Younger ¹	-	-	-	-	2	1	
Men	-	-	-	-	-	-	
Women	-	-	-	-	2	1	
% less than 20 years old	-	-	-	-	0.3%	0.2%	
Total 21-24 Yrs Old ²	108	143	146	142	153	150	42
Men	34	58	49	44	35	47	13
Women	74	85	97	98	118	103	29
% 21 - 24 yrs old	16.5%	22.2%	23.7%	24.7%	26.7%	25.3%	38.9%
Total 25-29 Yrs Old	234	159	188	160	164	161	(73)
Men	74	39	56	44	46	47	(27)
Women	160	120	132	116	118	114	(46)
% 25-29 Yrs Old	35.8%	24.7%	30.5%	27.8%	28.7%	27.2%	-31.2%
Total 30-34 Yrs Old	98	119	87	95	84	92	(6)
Men	34	29	19	16	21	21	(13)
Women	64	90	68	79	63	71	7
% 30-34 Yrs Old	15.0%	18.4%	14.1%	16.5%	14.7%	15.5%	-6.1%
Total 35-39 Yrs Old	69	66	57	50	53	55	(14)
Men	17	21	13	10	16	12	(5)
Women	52	45	44	40	37	43	(9)
% 35-39 Yrs Old	10.6%	10.2%	9.2%	8.7%	9.3%	9.3%	-20.3%
Total 40-49 Yrs Old	115	112	89	78	81	97	(18)
Men	24	20	19	16	16	21	(3)
Women	91	92	70	62	65	76	(15)
% 40-49 Yrs Old	17.6%	17.4%	14.4%	13.5%	14.2%	16.4%	-15.7%
Total 50-59 Yrs Old	28	41	43	39	31	34	6
Men	11	15	12	9	6	4	(7)
Women	17	26	31	30	25	30	13
% 50-59 Yrs Old	4.3%	6.4%	7.0%	6.8%	5.4%	5.7%	21.4%
Total 60 and Older	1	5	7	12	4	2	1
Men	-	2	3	4	1	-	-
Women	1	3	4	8	3	2	1
% 60 and Older	0.2%	0.8%	1.1%	2.1%	0.7%	0.3%	100.0%
Average Age							
ALL STUDENTS	N/A	32.9	32.3	32.4	31.6	32.0	
Men	N/A	32.1	31.4	31.6	31.3	30.2	
Women	N/A	33.2	32.6	32.7	31.8	32.6	

NOTES: ¹ Prior to 2000, this category only included students less than 20 years old

² Prior to 2000, this category included students between the ages of 20 and 24 years old

Table 5: Total Graduate Enrollment by State: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	Top Feeder States	% Change Since 2002	10-yr chng
Total Headcount	653	645	617	576	572	592		-8.2%	(61)
Alabama	1	-	-	-	-	-			
California	-	1	1	-	-	2			
Colorado	2	-	-	-	-	-			
Connecticut	1	3	-	1	1	-			
Delaware	53	53	43	17	19	31	5.2%	-41.5%	(22)
District of Columbia	-	-	1	1	1	-			
Florida	-	1	-	2	2	-			
Georgia	-	-	-	1	-	-			
Idaho	-	1	-	-	-	-			
Iowa	2	-	-	-	-	-			
Kentucky	-	-	-	-	-	1			
Maine	-	-	1	1	-	-			
Maryland	512	507	529	512	511	510	86.1%	0.6%	(2)
Massachusetts	-	1	-	-	-	-			
New Jersey	5	11	8	8	7	4	0.7%	-63.6%	(1)
New York	14	7	4	7	6	6	1.0%	-14.3%	(8)
North Carolina	2	-	-	-	-	2			
North Dakota	1	2	-	-	-	-			
Ohio	-	-	1	1	-	-			
Oregon	1	-	-	-	-	-			
Pennsylvania	12	10	8	7	6	6	1.0%	-40.0%	(6)
Texas	-	-	-	-	1	-			
Utah	-	2	-	-	-	-			
Vermont	-	-	-	-	-	-			
Virginia	30	20	7	5	9	11	1.9%	-45.0%	(19)
West Virginia	1	-	1	1	-	2			
Nonresident Alien	14	25	13	12	9	17	2.9%	-32.0%	3
Other	-	1	-	-	-	-			

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 5: Number of Maryland and Non-Maryland Graduate Residents: 1996, 2002-2006

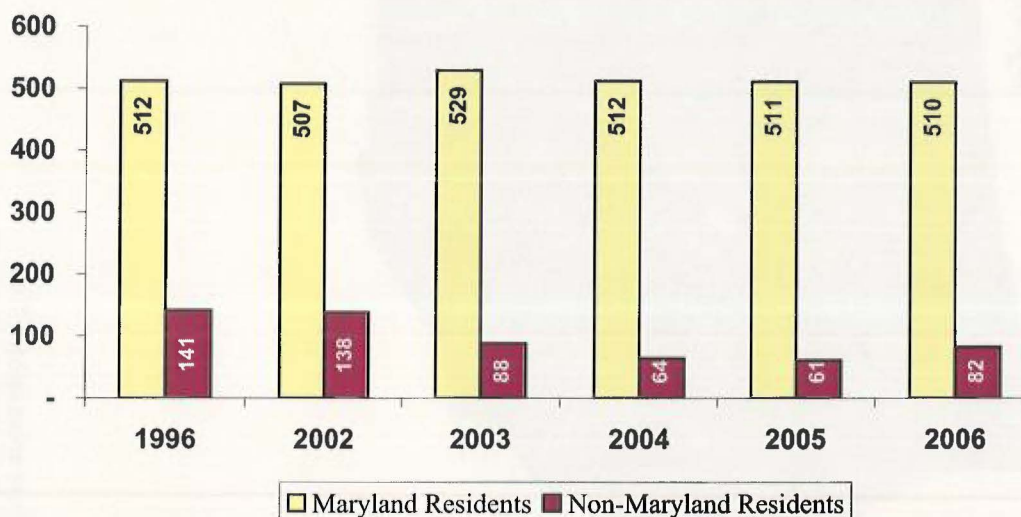
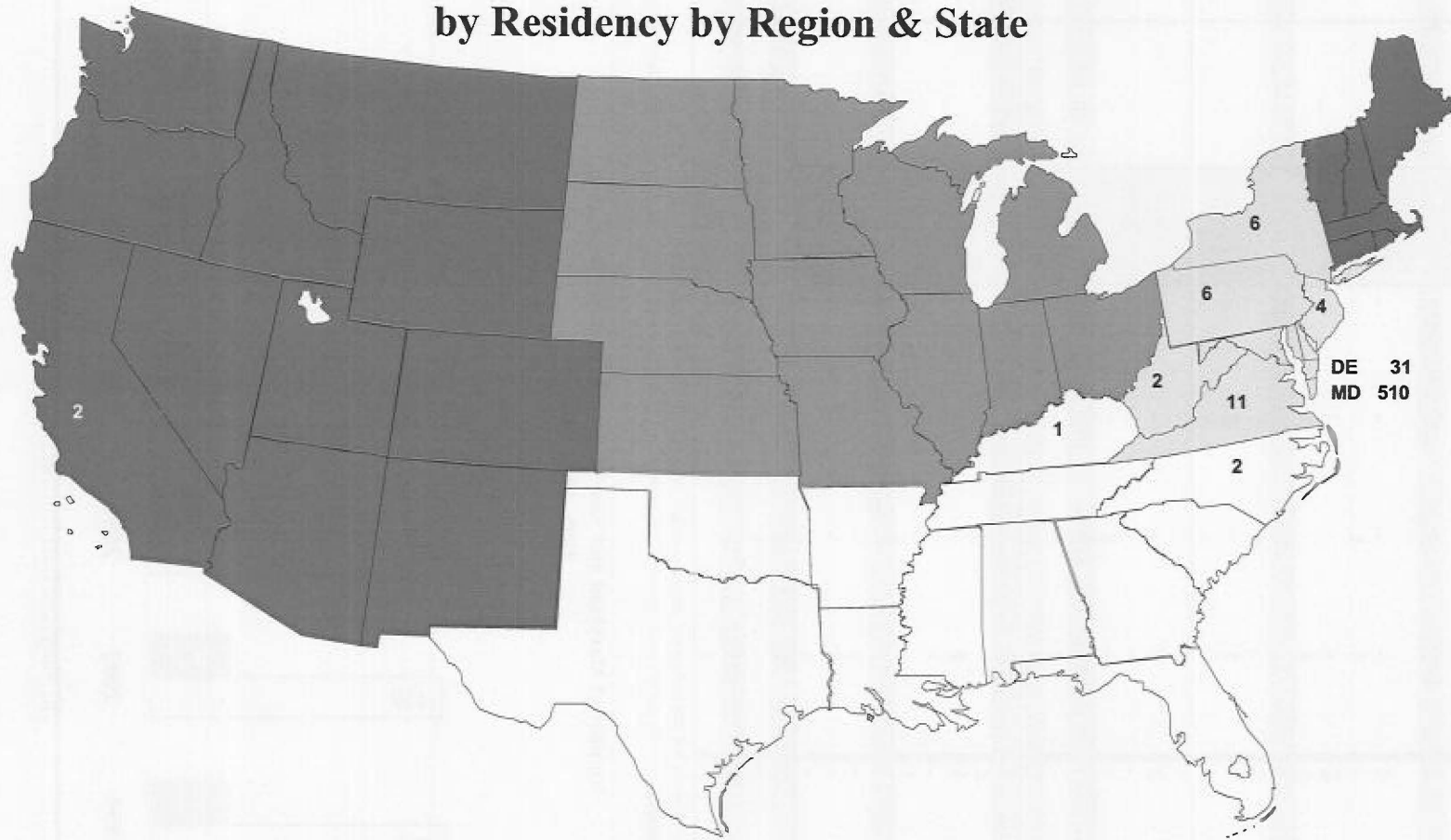


Figure 6:

FALL 2006
Graduate Enrollment (592)
by Residency by Region & State

G-6.0



Enrollments from areas outside U.S.

Nonresident Alien 17

Table 6:

Total Graduate Enrollment by County of Residence: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	Top Feeder Counties in Maryland	10-yr chng
Total Headcount	653	645	617	576	572	592		
Allegany	1	1	-	-	-	-		
Anne Arundel	19	17	14	12	12	12	2.4%	(7)
Baltimore	11	12	12	6	8	10		
Baltimore City	1	1	1	-	1	1		
Calvert	1	1	1	1	2	2		
Caroline	27	25	27	15	24	22	4.3%	(5)
Carroll	4	6	4	5	4	5		
Cecil	4	4	3	1	1	2		
Charles	1	1	1	5	4	2		
Dorchester	40	28	42	41	41	31	6.1%	(9)
Frederick	1	6	8	8	5	5		
Garrett	-	-	-	-	-	-		
Harford	6	5	-	2	5	4		
Howard	3	7	7	5	9	6		
Kent	5	3	4	3	3	2		
Montgomery	13	6	8	7	10	9		
Prince George's	8	8	8	5	8	6		
Queen Anne's	13	7	3	6	7	13	2.5%	-
St. Mary's	3	2	1	2	2	3		
Somerset	24	35	27	28	27	35	6.9%	11
Talbot	32	32	24	25	33	36	7.1%	4
Washington	2	4	4	1	4	2		
Wicomico	205	213	246	255	240	236	46.3%	31
Worcester	88	83	84	79	61	66	12.9%	(22)
Unknown	-	-	-	-	-	-		
Total for MD	512	507	529	512	511	510		
Out-of-State	127	112	75	52	52	65		
Nonresident Alien	14	25	13	12	9	17		
Other	-	1	-	-	-	-		

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Highest Enrollments & Percentages			
Wicomico	236	39.9%	
Worcester	66	11.1%	
Talbot	36	6.1%	
Somerset	35	5.9%	
Dorchester	31	5.2%	
Caroline	22	3.7%	
Queen Anne's	13	2.2%	
Subtotal	439	74.2%	
Other MD Counties	71	12.0%	
Outside MD	82	13.9%	
Total	592	100.0%	

Region	1996		2002		2006	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	438	67.1%	430	66.7%	443	74.8%
Western Shore	74	11.3%	77	11.9%	67	11.3%
Out-of-State	127	19.4%	112	17.4%	65	11.0%
Nonresident Alien	14	2.1%	26	4.0%	17	2.9%

Figure 6.1:

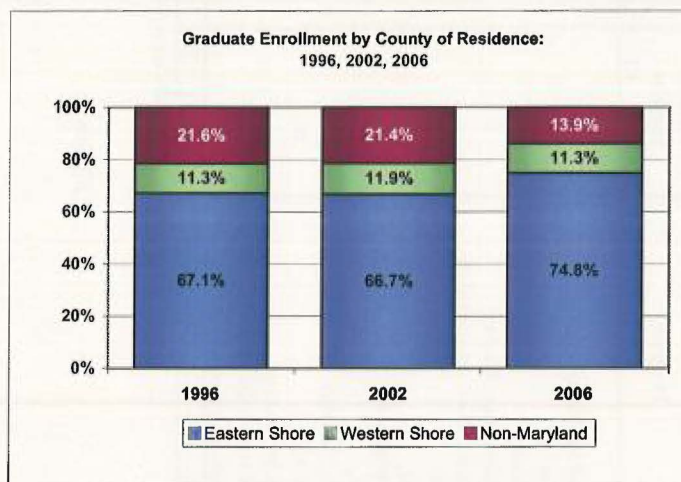


Table 7:

Graduate Enrollment by Program, Race, and Status: Fall 2006

Program	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	3	-	-	-	-	-	1	-	15	6	-	-	-	-	19	6	25
Business	-	1	-	-	1	1	-	2	24	41	12	3	-	1	37	49	86
Education	1	3	-	-	-	-	-	1	12	79	-	-	-	-	13	83	96
Education, MA in Teaching	1	-	-	-	-	-	-	-	3	1	-	-	-	-	4	1	5
Education, School Administration	-	2	-	-	-	-	-	-	-	30	-	-	-	-	-	32	32
English	1	-	-	-	-	-	-	1	4	24	-	-	-	1	5	26	31
History	2	1	-	-	-	-	-	-	3	10	-	-	-	-	5	11	16
Math Education	-	-	-	-	-	-	-	-	1	11	-	-	-	-	1	11	12
Nursing	-	-	-	-	-	-	-	-	2	15	-	-	-	-	2	15	17
Reading Specialist	-	1	-	-	-	-	-	1	-	21	-	-	-	-	-	23	23
Social Work	15	8	-	-	1	-	2	-	41	19	-	1	2	2	61	30	91
Non-degree seeking:																	
Post-Masters Certificate (FMNP)	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2	2
Other non-degree seeking	1	12	-	1	-	-	1	-	7	120	-	1	-	13	9	147	156
Total	24	28	-	1	2	1	4	5	112	379	12	5	2	17	156	436	592

Note: COMAR does not provide for a Post-Master's Certificate. Students pursuing this certificate are considered non-degree.

Source: Fall EIS File

Figure 7:

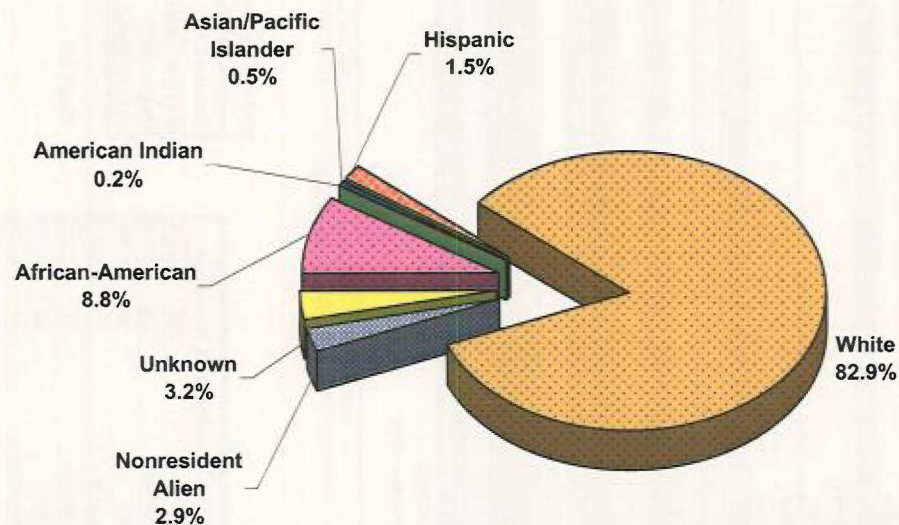
**Graduate Enrollment by Race
Fall 2006**

Table 8: Graduate Student Credit Hours by Department: Fall Enrollment 1996, 2002-2006

Department	Fall 1996	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	10-Yr Chng
Accounting	-	102	108	105	114	114	114
Applied Health Physiology	-	138	99	132	168	135	135
Art	3	-	17	15	7	-	(3)
Biology	18	42	46	96	37	67	49
Business Administration	471	108	-	-	-	-	(471)
Chemistry	3	-	-	24	-	4	1
Communication Arts	3	-	-	-	-	-	(3)
Dance	-	-	-	3	-	-	-
Economics	-	96	81	75	60	78	78
Education, Administration	-	147	129	126	141	156	156
Education, Elementary	21	-	-	-	3	3	(18)
Education, General	1,371	876	703	695	723	702	(669)
Education, Master of Arts in Teaching	-	66	81	135	108	42	42
Education, Reading	-	135	144	138	198	192	192
Education, Secondary	18	-	3	-	6	-	(18)
English	255	192	153	163	159	201	(54)
Environmental Health	-	-	-	2	-	-	-
Finance	-	-	9	6	18	15	15
French	-	3	-	-	3	-	-
General Studies	21	-	-	-	-	12	(9)
Geography	-	-	3	-	-	-	-
History	54	126	141	105	148	118	64
Information Systems	-	84	152	84	90	93	93
Interdisciplinary Studies	-	-	6	3	-	-	-
Management	-	246	282	210	282	213	213
Marketing	-	105	164	138	51	129	129
Mathematics	97	96	82	75	46	84	(13)
Music	9	-	-	1	-	-	(9)
Music-Applied	4	6	7	3	2	4	-
Nursing	258	167	107	172	90	96	(162)
Physical Education	3	-	3	1	4	4	1
Physical Education, Teacher Education	-	-	-	-	7	-	-
Psychology	240	-	-	-	-	-	(240)
Social Work	6	719	843	970	1,125	1,051	1,045
Sociology	-	-	3	-	-	-	-
Spanish	-	-	3	3	-	-	-
Theatre	-	-	7	6	6	-	-
TOTAL Student Credit Hours	2,867	3,454	3,376	3,489	3,596	3,513	646
Total FTES	238.9	287.8	281.3	290.8	299.7	292.8	53.8

**Table 9: Enrollment in Graduate Degree Programs
by School and Discipline: Fall 1996, Fall 2002 to Fall 2006**

School and Degree Program	Fall 1996	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	10-Yr Chng
Fulton School of Liberal Arts							
English	30	35	25	25	25	31	1
History	3	19	18	18	19	16	13
Psychology ¹	25	-	-	-	-	-	(25)
Subtotal	58	54	43	43	44	47	(11)
Henson School of Science							
Applied Health Physiology ²	-	18	17	18	24	25	25
Nursing	58	29	19	27	20	17	(41)
Subtotal	58	47	36	45	44	42	(16)
Perdue School of Business							
Business Administration	95	109	91	79	72	86	(9)
Seidel School of Education							
Education	196	125	118	91	108	96	(100)
Education, MS in Math ²	-	-	4	10	12	12	12
Education, MA in Teaching ²	-	8	8	12	15	5	5
Education, Reading Specialist ²	-	-	2	10	21	23	23
Education, School Administration	21	21	27	19	23	32	11
Social Work ²	-	70	78	91	93	91	91
Subtotal	217	224	237	233	272	259	42
Degree-seeking, undeclared major	-	-	-	1	-	-	-
Total Degree-Seeking	428	434	407	401	432	434	6
Non-degree seeking - Post-Masters Cert. (FMNP)	-	-	-	-	-	2	2
Other non-degree seeking	225	211	210	175	140	156	(69)
TOTAL Graduate Students	653	645	617	576	572	592	(61)

¹The graduate program in Psychology has been discontinued.

²The Applied Health Physiology program began in Fall 2000, and was moved from the Seidel School to the Henson School in AY 04-05.

Table 10: Graduate Degrees Awarded by Program: 1995-96, 2001-02 through 2005-06

Fiscal Year	1995-96	2001-02	2002-03	2003-04	2004-05	2005-06
Total Degrees	140	160	196	208	190	209
Applied Health Physiology MS	-	7	5	9	4	12
Business Administration MBA	32	39	46	51	37	39
Education MEd	87	49	70	52	51	48
MAT	-	13	13	15	11	15
Math Education (MS)	-	-	1	3	7	7
Reading Specialist	-	-	-	1	-	3
Education, Administration MEd	-	15	11	16	9	6
English MA	7	23	17	22	27	20
History MA	6	4	6	3	6	7
Nursing MS	5	5	6	6	7	7
Psychology MA	3	5	2	1	-	-
Social Work MSW	-	-	19	29	31	45

Figure 8:

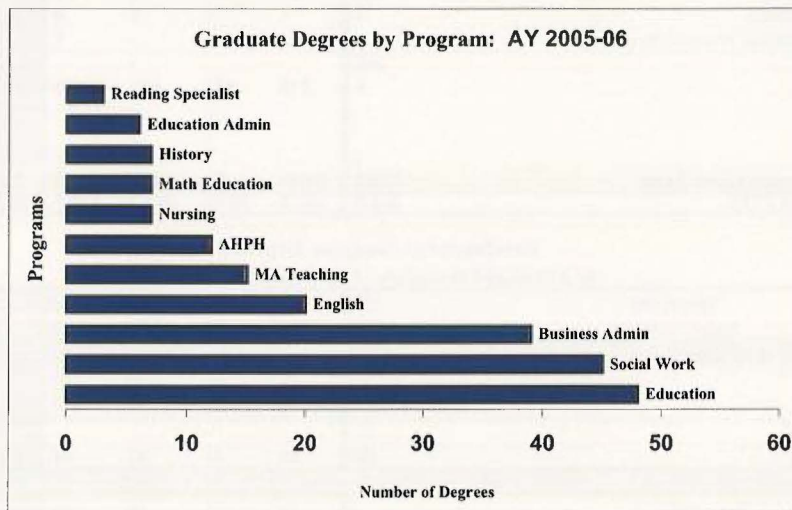


Figure 9:

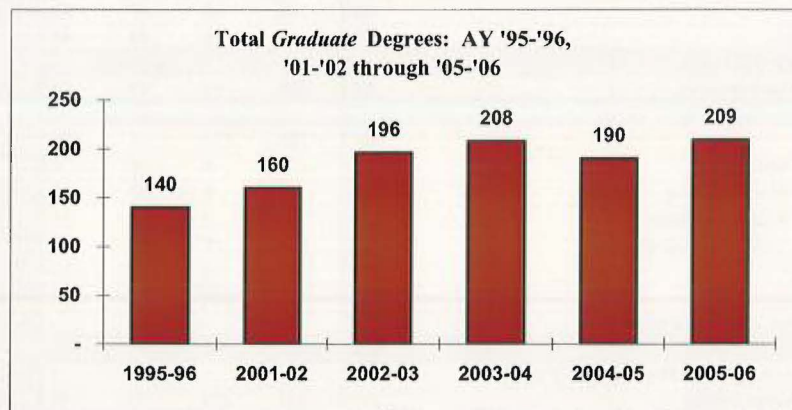


Table 11:

**2005-06 Graduate Degrees Awarded
By Major and Track**

(Reports only on those degree programs in which a degree recipient completed track requirements.)

Graduate Major	No track	ACCT	DECE	DELE	DPOS	DREA	DSCE	DTLT	GENL	HIGH	MIDD	MTSL	TOTAL
Applied Physiology	12												12
Business Admin, MBA	2	2							35				39
Education, Admin.	6												6
Education, MAT	15												15
Education, MEd	6		5	4	21	4	1	7					48
Education, MS in Math	4									2	1		7
Education, Reading	3												3
English	20												20
History	7												7
Nursing	7												7
Social Work	45												45
Total	127	2	5	4	21	4	1	7	35	2	7	-	209

ACCT: Accounting

DECE: Early Childhood Education

DELE: Elementary Education

DPOS: Post-Secondary Education

DREA: Reading

DSCE: Middle/Secondary Education

DTLT: Teaching/Learning with Technology

GENL: General Studies

HIGH: High School Level

MIDD: Middle School Level

MTSL: TESOL/ACE Accelerated

Source: MHEC DIS

Table 12:

Graduate NON-DEGREE Enrollment: 1996, 2002-2006

Fall Semesters	1996	2002	2003	2004	2005	2006	10-yr chng
Total Headcount	225	211	210	175	140	158	(67)
% Annual Growth	-3.8%	-7.0%	-0.5%	-16.7%	-33.3%	12.9%	-29.8%
Total Men	69	50	48	30	31	39	(30)
% Men	30.7%	23.7%	22.9%	17.1%	22.1%	24.7%	-43.5%
Total Women	156	161	162	145	109	119	(37)
% Women	69.3%	76.3%	77.1%	82.9%	77.9%	75.3%	-23.7%
FTES	93.3	66.1	64.8	54.9	39.6	50.2	-43.1
FTES % Annual Growth	-39.1%	-10.9%	-2.0%	-15.2%	-38.8%	26.7%	-46.2%
Full-time Students	41	12	9	9	1	9	-32
Men	21	3	2	1	0	3	-18
Women	20	9	7	8	1	6	-14
% Full Time	18.2%	5.7%	4.3%	5.1%	0.7%	5.7%	-78.0%
Part-time Students	184	199	201	166	139	149	(35)
Men	48	47	46	29	31	36	(12)
Women	136	152	155	137	108	113	(23)
% Part Time	81.8%	94.3%	95.7%	94.9%	99.3%	94.3%	-19.0%

Figure 10:



Figure 10.1:

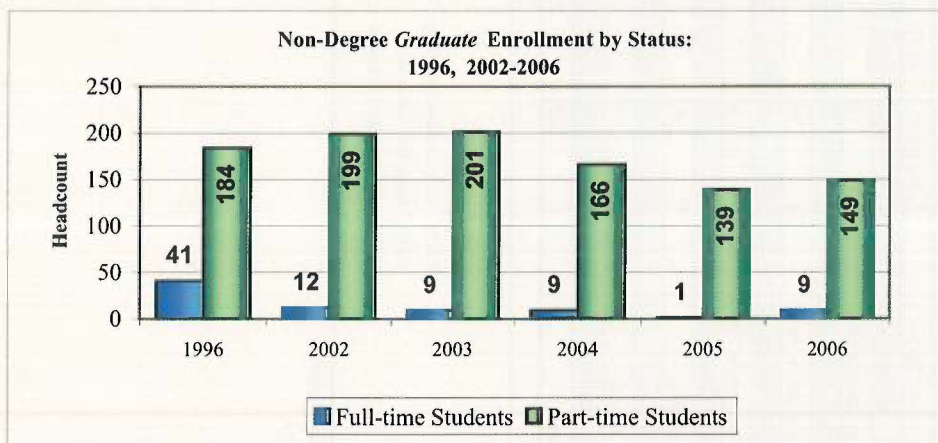


Table 13:

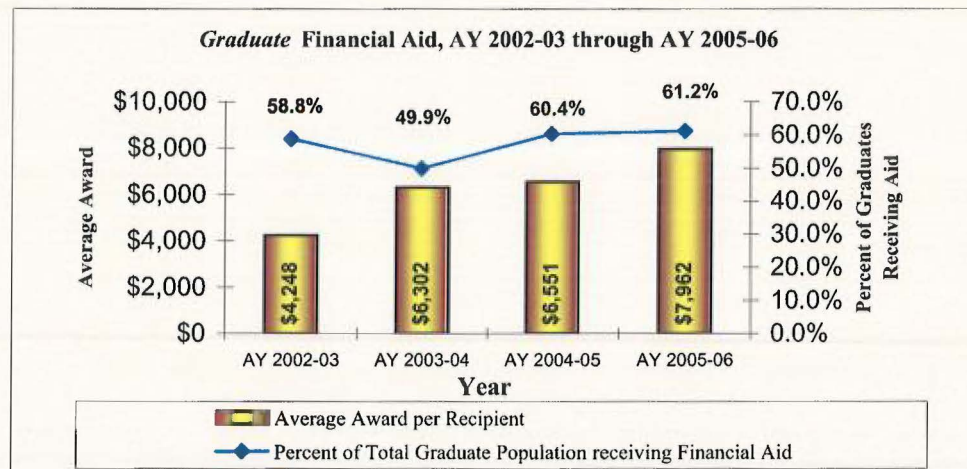
Graduate Financial Aid Awards Summary

Academic Year 2002-03 to 2005-06

Type	AY 2002-03	AY 2003-04	AY 2004-05	AY 2005-06
GRANTS (recipients unduplicated within grants)				
Federal Sources	22	16	34	35
Graduate and Professional School Scholarship	-	3	3	16
Grants from Private Sources	65	1	41	31
Institutional Grants	23	-	-	-
Total Dollar Amount- Grants	\$ 258,019	\$ 30,589	\$ 215,560	\$ 270,784
LOANS (recipients unduplicated within loans)				
Federal Perkins Loans	-	-	-	-
Federal Subsidized Stafford Loans	135	135	140	174
Federal Unsubsidized Stafford Loans	67	107	120	137
Loans from Private Sources	1	4	3	8
Total Dollar Amount-Loans	\$ 869,683	\$ 1,249,895	\$ 1,390,822	\$ 1,723,582
SCHOLARSHIPS				
Developmental Disabilities	1	10	7	4
Delegate Scholarship	-	7	6	4
Senatorial Scholarship	-	5	6	5
Maryland Teacher Scholarship	-	6	1	-
State Nursing Scholarship & Living Expense	2	2	2	-
Diversity Grants	12	8	3	11
Other Institutional Scholarships	-	3	-	-
Other Private Scholarships	-	63	53	32
Tuition Waivers to Employees/Dependents	131	75	71	92
Tuition Waivers to Sr Citizens and Disabled	6	6	7	5
Tuition Waiver to Students	63	54	66	79
Total Dollar Amount- Scholarships	\$ 350,509	\$ 472,638	\$ 514,506	\$ 526,357
Work Study				
Assistantships (Research/Teaching)	27	38	34	50
Federal Work Study	-	-	-	-
Institutional Work Study/Employment	-	-	-	-
Total Dollar Amount- Student Employment	\$ 131,804	\$ 188,000	\$ 158,775	\$ 265,825
Total Number of Awards (recipients duplicated)	555	543	597	683
Total Number of Recipients	379	308	348	350
Total Dollar Amount of Aid	\$1,610,015	\$1,941,122	\$2,279,663	\$ 2,786,548
Percent of Total Graduate Population receiving Financial Aid	58.8%	49.9%	60.4%	61.2%
Average Award per Recipient	\$4,248	\$6,302	\$6,551	\$7,962

Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

Figure 11:



STATE OF TEXAS

COMPTROLLER GENERAL

DATE	AMOUNT	DESCRIPTION	REMARKS
11/1/00	100.00	STATE OF TEXAS	
11/2/00	100.00	STATE OF TEXAS	
11/3/00	100.00	STATE OF TEXAS	
11/4/00	100.00	STATE OF TEXAS	
11/5/00	100.00	STATE OF TEXAS	
11/6/00	100.00	STATE OF TEXAS	
11/7/00	100.00	STATE OF TEXAS	
11/8/00	100.00	STATE OF TEXAS	
11/9/00	100.00	STATE OF TEXAS	
11/10/00	100.00	STATE OF TEXAS	
11/11/00	100.00	STATE OF TEXAS	
11/12/00	100.00	STATE OF TEXAS	
11/13/00	100.00	STATE OF TEXAS	
11/14/00	100.00	STATE OF TEXAS	
11/15/00	100.00	STATE OF TEXAS	
11/16/00	100.00	STATE OF TEXAS	
11/17/00	100.00	STATE OF TEXAS	
11/18/00	100.00	STATE OF TEXAS	
11/19/00	100.00	STATE OF TEXAS	
11/20/00	100.00	STATE OF TEXAS	
11/21/00	100.00	STATE OF TEXAS	
11/22/00	100.00	STATE OF TEXAS	
11/23/00	100.00	STATE OF TEXAS	
11/24/00	100.00	STATE OF TEXAS	
11/25/00	100.00	STATE OF TEXAS	
11/26/00	100.00	STATE OF TEXAS	
11/27/00	100.00	STATE OF TEXAS	
11/28/00	100.00	STATE OF TEXAS	
11/29/00	100.00	STATE OF TEXAS	
11/30/00	100.00	STATE OF TEXAS	

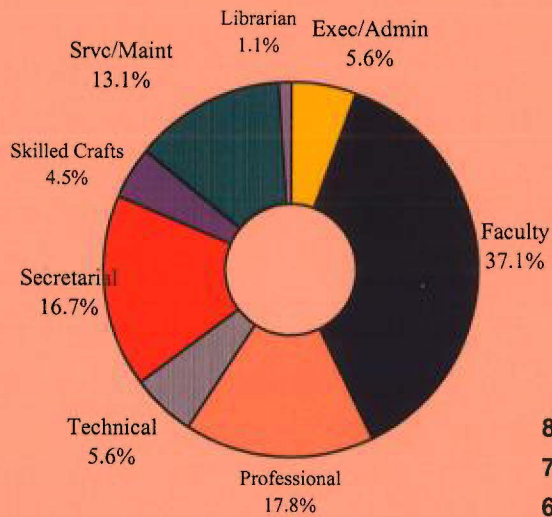
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STATE OF TEXAS

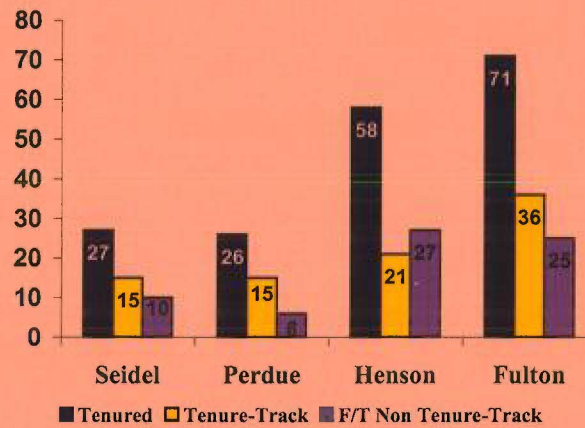
DATE	AMOUNT	DESCRIPTION	REMARKS
11/1/00	100.00	STATE OF TEXAS	
11/2/00	100.00	STATE OF TEXAS	
11/3/00	100.00	STATE OF TEXAS	
11/4/00	100.00	STATE OF TEXAS	
11/5/00	100.00	STATE OF TEXAS	
11/6/00	100.00	STATE OF TEXAS	
11/7/00	100.00	STATE OF TEXAS	
11/8/00	100.00	STATE OF TEXAS	
11/9/00	100.00	STATE OF TEXAS	
11/10/00	100.00	STATE OF TEXAS	
11/11/00	100.00	STATE OF TEXAS	
11/12/00	100.00	STATE OF TEXAS	
11/13/00	100.00	STATE OF TEXAS	
11/14/00	100.00	STATE OF TEXAS	
11/15/00	100.00	STATE OF TEXAS	
11/16/00	100.00	STATE OF TEXAS	
11/17/00	100.00	STATE OF TEXAS	
11/18/00	100.00	STATE OF TEXAS	
11/19/00	100.00	STATE OF TEXAS	
11/20/00	100.00	STATE OF TEXAS	
11/21/00	100.00	STATE OF TEXAS	
11/22/00	100.00	STATE OF TEXAS	
11/23/00	100.00	STATE OF TEXAS	
11/24/00	100.00	STATE OF TEXAS	
11/25/00	100.00	STATE OF TEXAS	
11/26/00	100.00	STATE OF TEXAS	
11/27/00	100.00	STATE OF TEXAS	
11/28/00	100.00	STATE OF TEXAS	
11/29/00	100.00	STATE OF TEXAS	
11/30/00	100.00	STATE OF TEXAS	

Employees

Full-time Employees by Category: Fall 2006



Faculty Contract by School: Fall 2006



Full-Time Faculty by Rank & Sex: Fall 2006

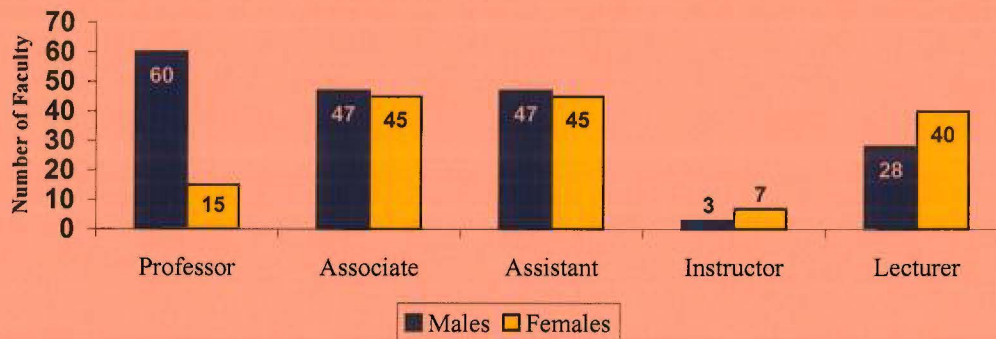


Table 1:

Summary of Faculty Characteristics
Includes Full-Time, Non-Tenure Track Faculty: Fall 2002 - Fall 2006

Characteristic	2002		2003		2004		2005		2006	
	#	%	#	%	#	%	#	%	#	%
HEADCOUNT										
Tenured or Tenure-Track	254	85.2%	258	86.3%	265	84.4%	265	82.0%	269	79.8%
Non-tenure track	44	14.8%	41	13.7%	49	15.6%	58	18.0%	68	20.2%
Total	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
SCHOOL										
Fulton School of Liberal Arts	117	39.3%	118	39.5%	126	40.1%	132	40.9%	132	39.2%
Henson School of Science & Technology	95	31.9%	95	31.8%	102	32.5%	102	31.6%	106	31.5%
Perdue School of Business	41	13.8%	41	13.7%	41	13.1%	42	13.0%	47	13.9%
Seidel School of Education & Professional Studies	45	15.1%	45	15.1%	45	14.3%	47	14.6%	52	15.4%
Total	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
RACE/ETHNICITY										
African-American	13	4.4%	12	4.0%	14	4.3%	15	4.6%	16	4.7%
White	270	90.6%	272	91.0%	290	89.8%	288	89.2%	292	86.6%
Other	15	5.0%	15	5.0%	19	5.9%	20	6.2%	29	8.6%
Total	298	100.0%	299	100.0%	323	100.0%	323	100.0%	337	100.0%
SEX										
Male	180	60.4%	173	57.9%	178	56.7%	179	55.4%	185	54.9%
Female	118	39.6%	126	42.1%	136	43.3%	144	44.6%	152	45.1%
Total	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
HIGHEST DEGREE										
Doctorate	229	76.8%	235	78.6%	244	77.7%	249	77.1%	252	74.8%
Masters	53	17.8%	49	16.4%	50	15.9%	51	15.8%	56	16.6%
Bachelors	6	2.0%	6	2.0%	6	1.9%	6	1.9%	11	3.3%
Terminal Masters ¹	10	3.4%	9	3.0%	14	4.5%	17	5.3%	18	5.3%
Total	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
RANK										
Professor	73	28.7%	72	27.9%	70	26.4%	73	27.5%	75	27.9%
Associate Professor	78	30.7%	80	31.0%	98	37.0%	97	36.6%	92	34.2%
Assistant Professor	91	35.8%	95	36.8%	87	32.8%	85	32.1%	92	34.2%
Instructor	12	4.7%	11	4.3%	10	3.8%	10	3.8%	10	3.7%
Total Ranked	254	100.0%	258	100.0%	265	100.0%	265	100.0%	269	100.0%
Non-tenure track/Unranked ²	44	14.8%	41	13.7%	49	15.6%	58	18.0%	68	20.2%
TOTAL FACULTY	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
% TENURE BY RANK										
Professor	72	98.6%	72	100.0%	69	98.6%	72	98.6%	75	100.0%
Associate Professor	71	91.0%	74	92.5%	94	95.9%	97	100.0%	91	98.9%
Assistant Professor	17	18.7%	22	23.2%	19	21.8%	16	18.8%	16	17.4%
Instructor	1	8.3%	1	9.1%	-	-	-	-	-	-
Total Tenured	161	63.4%	169	65.5%	182	68.7%	185	69.8%	182	67.7%
Tenure-Track	93	36.6%	89	34.5%	83	31.3%	80	30.2%	87	32.3%
Total Tenured/Tenure-Track	254	100.0%	258	100.0%	265	100.0%	265	100.0%	269	100.0%
F/T Non-tenure track/Unranked	44	-	41	-	49	-	58	-	68	-
TOTAL FACULTY	298		299		314		323		337	

¹ MFA in Art and Communication Arts, MSW in Social Work, and Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.

² Formerly referred to as full-Time Contractual Faculty

³ USM policy reclassified librarians as faculty in 2003. Effective fall 2006, IPEDS' policy classifies librarians as professionals.

LIBRARIAN DATA										
Sex	2002		2003		2004		2005		2006	
	#	%	#	%	#	%	#	%	#	%
Male	-	-	4	44.4%	3	33.3%	1	10.0%	1	10.0%
Female	-	-	5	-	6	66.7%	9	90.0%	9	90.0%
Total	-	-	9	100.0%	9	100.0%	10	100.0%	10	100.0%
Race/Ethnicity										
African-American	-	-	1	11.1%	1	11.1%	1	10.0%	1	10.0%
White	-	-	8	88.9%	8	88.9%	9	90.0%	9	90.0%
Other	-	-	-	-	-	-	-	-	-	-
Total	-	-	9	100.0%	9	100.0%	10	100.0%	10	100.0%
Highest Degree										
Doctorate	-	-	-	-	-	-	-	-	-	-
Master's	-	-	9	100.0%	9	100.0%	10	100.0%	10	100.0%
Bachelor's	-	-	-	-	-	-	-	-	-	-
Total	-	-	9	100.0%	9	100.0%	10	100.0%	10	100.0%

Table 1.1:

Race and Gender Summary of Full-Time Faculty

Fall 2001 - Fall 2006

(Includes Full-Time, Non-Tenure Track Faculty)

Characteristic		2001		2002		2003		2004		2005		2006	
		#	%	#	%	#	%	#	%	#	%	#	%
Full-time Faculty by Tenure Status													
Tenured or Tenure-Track		241	82.8%	254	85.2%	258	86.3%	265	84.4%	265	82.0%	269	79.8%
Non-Tenure Track		50	17.2%	44	14.8%	41	13.7%	49	15.6%	58	18.0%	68	20.2%
Total		291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
Full-time Faculty by Race/Ethnicity													
African-American		13	4.5%	13	4.4%	12	4.0%	13	4.1%	15	4.6%	16	4.7%
American Indian		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Asian		10	3.4%	12	4.0%	12	4.0%	12	3.8%	11	3.4%	13	3.9%
Hispanic		2	0.7%	3	1.0%	3	1.0%	2	0.6%	3	0.9%	4	1.2%
White		266	91.4%	270	90.6%	272	91.0%	282	89.8%	288	89.2%	292	86.6%
Nonresident Alien		-	0.0%	-	0.0%	-	0.0%	5	1.6%	6	1.9%	12	3.6%
Total		291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
Full-time Faculty by Minority Status and School													
Fulton (total/ % of total)		113	38.8%	117	39.3%	118	39.5%	126	40.1%	132	40.9%	132	39.2%
# Minority Faculty/ % of School		9	8.0%	12	10.3%	11	9.3%	10	7.9%	12	9.1%	16	12.1%
Henson (total/ % of total)		98	33.7%	95	31.9%	95	31.8%	102	32.5%	102	31.6%	106	31.5%
# Minority Faculty/ % of School		4	4.1%	5	5.3%	5	5.3%	7	6.9%	7	6.9%	7	6.6%
Perdue (total/ % of total)		37	12.7%	41	13.8%	41	13.7%	41	13.1%	42	13.0%	47	13.9%
# Minority Faculty/ % of School		7	18.9%	6	14.6%	6	14.6%	5	12.2%	5	11.9%	6	12.8%
Seidel (total/ % of total)		43	14.8%	45	15.1%	45	15.1%	45	14.3%	47	14.6%	52	15.4%
# Minority Faculty/ % of School		5	11.6%	5	11.1%	5	11.1%	5	11.1%	5	10.6%	4	7.7%
Total Faculty		291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
Total Minority Faculty		25	8.6%	28	9.4%	27	9.0%	27	8.6%	29	9.0%	33	9.8%
Full-time Faculty by Sex													
Male		179	61.5%	180	60.4%	173	57.9%	178	56.7%	179	55.4%	185	54.9%
Female		112	38.5%	118	39.6%	126	42.1%	136	43.3%	144	44.6%	152	45.1%
Total		291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%
Full-time Faculty by Sex and School													
Fulton	Male	73	64.6%	75	64.1%	72	61.0%	77	61.1%	80	60.6%	80	60.6%
	Female	40	35.4%	42	35.9%	46	39.0%	49	38.9%	52	39.4%	52	39.4%
Henson	Male	58	59.2%	54	56.8%	51	53.7%	54	52.9%	53	52.0%	54	50.9%
	Female	40	40.8%	41	43.2%	44	46.3%	48	47.1%	49	48.0%	52	49.1%
Perdue	Male	29	78.4%	31	75.6%	30	73.2%	30	73.2%	28	66.7%	32	68.1%
	Female	8	21.6%	10	24.4%	11	26.8%	11	26.8%	14	33.3%	15	31.9%
Seidel	Male	19	44.2%	20	44.4%	20	44.4%	17	37.8%	18	38.3%	19	36.5%
	Female	24	55.8%	25	55.6%	25	55.6%	28	62.2%	29	61.7%	33	63.5%
Total Males		179	61.5%	180	60.4%	173	57.9%	178	56.7%	179	55.4%	185	54.9%
Total Females		112	38.5%	118	39.6%	126	42.1%	136	43.3%	144	44.6%	152	45.1%
Grand Total		291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%	337	100.0%

Source: Falle EDS File

Figure 1:

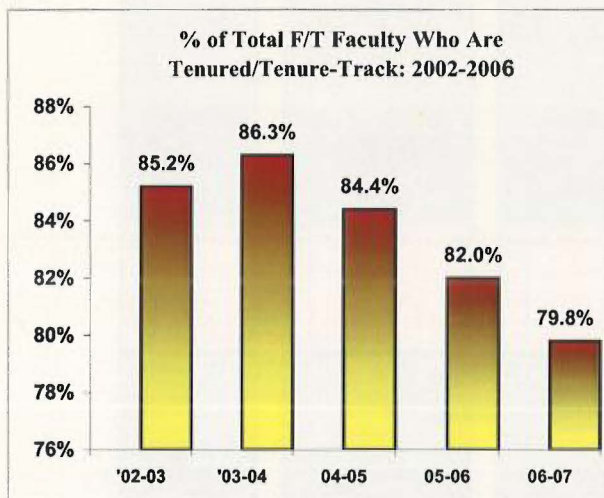


Figure 2:

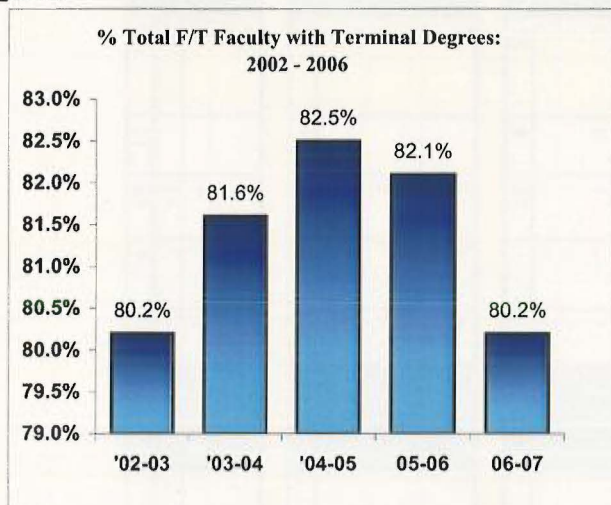


Figure 3:

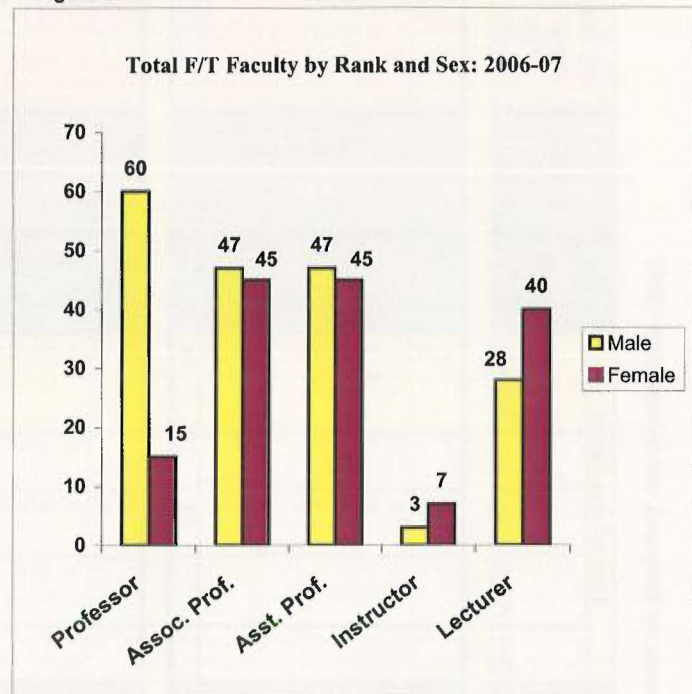


Figure 4:

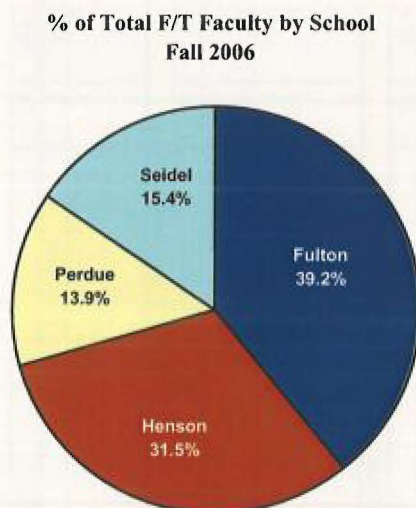
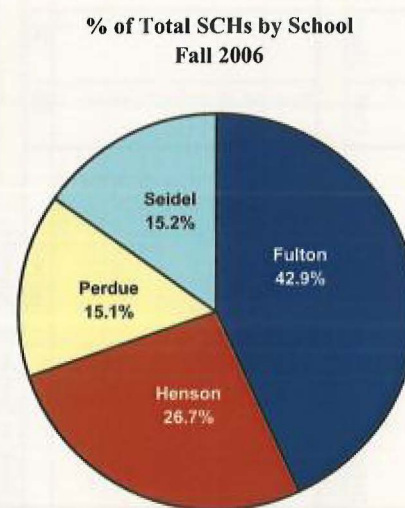


Figure 5:



Academic Programs Without Any Full-Time Minority or Nonresident Alien Faculty

Accounting
Marketing
Nursing

Management
CLS/Medical Technology
Respiratory Therapy

Table 2:

Faculty Tenure Status by Rank, Department (or Program), and School: 2006 - 2007

School & Department	Tenured Faculty					Tenure-Track Faculty					Subtotal T/TT Faculty	% of T/TT who are Tenured	F/T Non Tenure- Track Faculty	Total Full- time Faculty	% who are T/TT	
	Prof	Assoc	Asst	Inst	Subtotal	Prof	Assoc	Asst	Inst	Subtotal						
Fulton School of Liberal Arts																
Art	2	2	1	-	5	-	-	4	-	4	9	56%	5	14	64%	
Communication Arts	1	10	1	-	12	-	-	4	-	4	16	75%	4	20	80%	
English	6	6	-	-	12	-	-	6	1	7	19	63%	7	26	73%	
History	6	8	-	-	14	-	-	4	-	4	18	78%	6	24	75%	
Modern Languages	2	1	-	-	3	-	-	2	-	2	5	60%	2	7	71%	
Music	1	1	-	-	2	-	-	3	1	4	6	33%	1	7	86%	
Philosophy	3	2	-	-	5	-	-	1	-	1	6	83%	-	6	100%	
Political Science	2	2	-	-	4	-	-	2	-	2	6	67%	-	6	100%	
Psychology	2	3	3	-	8	-	-	6	-	6	14	57%	-	14	100%	
Sociology	-	4	2	-	6	-	-	1	1	2	8	75%	-	8	100%	
Subtotal	25	39	7	-	71	-	-	33	3	36	107	66%	25	132	81%	
Henson School of Science & Technology																
Biology	8	7	-	-	15	-	-	4	-	4	19	79%	7	26	73%	
Chemistry	4	2	-	-	6	-	-	2	-	2	8	75%	4	12	67%	
CLS/Medical Technology	-	2	1	-	3	-	-	-	-	-	3	100%	-	3	100%	
Computer Science	1	2	-	-	3	-	-	2	-	2	5	60%	1	6	83%	
Geography	1	2	-	-	3	-	-	5	-	5	8	38%	1	9	89%	
Mathematics	7	5	-	-	12	-	-	1	-	1	13	92%	8	21	62%	
Nursing	3	4	2	-	9	-	-	1	6	7	16	56%	1	17	94%	
Physics	3	2	-	-	5	-	-	-	-	-	5	100%	2	7	71%	
Respiratory Therapy	1	1	-	-	2	-	-	-	-	-	2	100%	3	5	40%	
Subtotal	28	27	3	-	58	-	-	15	6	21	79	73%	27	106	75%	
Perdue School of Business																
Accounting	5	1	1	-	7	-	-	2	-	2	9	78%	1	10	90%	
Economics	-	2	-	-	2	-	-	4	-	4	6	33%	-	6	100%	
Finance	3	1	-	-	4	-	1	1	-	2	6	67%	-	6	100%	
Information Systems	1	3	1	-	5	-	-	2	-	2	7	71%	2	9	78%	
Management	3	-	-	-	3	-	-	3	1	4	7	43%	2	9	78%	
Marketing	3	2	-	-	5	-	-	1	-	1	6	83%	1	7	86%	
Subtotal	15	9	2	-	26	-	1	13	1	15	41	63%	6	47	87%	
Seidel School of Education & Professional Studies																
Education	5	8	1	-	14	-	-	9	-	9	23	61%	6	29	79%	
Physical Education	1	3	-	-	4	-	-	5	-	5	9	44%	1	10	90%	
Social Work	1	5	3	-	9	-	-	1	-	1	10	90%	3	13	77%	
Subtotal	7	16	4	-	27	-	-	15	-	15	42	64%	10	52	81%	
TOTALS	75	91	16	-	182	-	1	76	10	87	269	68%	68	337	80%	

Source: Fall 2006 EDS File

Table 3:

Full-Time Faculty by Race, Sex, School, and Department or Program: Fall 2006

School & Department	African-American			American Indian			Asian American			Hispanic			White			Nonresident Alien			Total			# Minority	# NRA	% Minority & Nonresident Alien	
	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	Male	Female	Total				
Fulton School of Liberal Arts																									
Art	1	-	1	-	-	-	1	-	1	-	-	-	6	6	12	-	-	-	8	6	14	2	-	14.3%	
Communication Arts	2	-	2	-	-	-	2	-	2	-	-	-	10	6	16	-	-	-	14	6	20	4	-	20.0%	
English	-	1	1	-	-	-	-	1	1	-	1	-	12	11	23	-	-	-	13	13	26	3	-	11.5%	
History	-	1	1	-	-	-	-	-	-	-	-	-	16	7	23	-	-	-	16	8	24	1	-	4.2%	
Modern Languages	-	-	-	-	-	-	-	-	-	2	2	-	2	3	5	-	-	-	2	5	7	2	-	28.6%	
Music	1	-	1	-	-	-	-	-	-	-	-	-	4	1	5	-	1	1	5	2	7	1	1	28.6%	
Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	2	-	2	5	1	6	-	2	33.3%	
Political Science	-	-	-	-	-	-	1	-	1	-	-	-	4	1	5	-	-	-	5	1	6	1	-	16.7%	
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	7	6	13	-	-	-	7	7	14	1	-	7.1%	
Sociology	1	-	1	-	-	-	-	-	-	-	-	-	4	3	7	-	-	-	5	3	8	1	-	12.5%	
Subtotal	5	3	8	-	-	-	4	1	5	1	2	3	68	45	113	2	1	3	80	52	132	16	3	14.4%	
Henson School of Science and Technology																									
Biology	1	-	1	-	-	-	-	-	-	-	-	-	12	13	25	-	-	-	13	13	26	1	-	3.8%	
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	6	5	11	-	-	-	7	5	12	1	-	8.3%	
CLS/Medical Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	-	-	-	-	3	3	3	-	-	No Mnrtly/ NRA Fclty
Computer Science	1	-	1	-	-	-	-	-	-	-	-	-	2	1	3	-	2	2	3	3	6	1	2	50.0%	
Geography	-	-	-	-	-	-	-	1	1	1	-	1	5	1	6	-	1	1	6	3	9	2	1	33.3%	
Math Sciences	1	-	1	-	-	-	-	-	-	-	-	-	15	3	18	-	2	2	16	5	21	1	2	14.3%	
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	1	16	17	-	-	-	1	16	17	-	-	No Mnrtly/ NRA Fclty	
Physics	-	-	-	-	-	-	1	-	1	-	-	-	5	1	6	-	-	-	6	1	7	1	-	14.3%	
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	-	-	2	3	5	-	-	-	2	3	5	-	-	No Mnrtly/ NRA Fclty	
Subtotal	4	-	4	-	-	-	1	1	2	1	-	1	48	46	94	-	5	5	54	52	106	7	5	11.3%	
Perdue School of Business																									
Accounting	-	-	-	-	-	-	-	-	-	-	-	-	7	3	10	-	-	-	7	3	10	-	-	No Mnrtly/ NRA Fclty	
Economics	-	-	-	-	-	-	1	1	2	-	-	-	2	1	3	-	1	1	3	3	6	2	1	50.0%	
Finance	-	-	-	-	-	-	1	-	1	-	-	-	5	-	5	-	-	-	6	-	6	1	-	16.7%	
Information Systems	-	-	-	-	-	-	2	1	3	-	-	-	3	3	6	-	-	-	5	4	9	3	-	33.3%	
Management	-	-	-	-	-	-	-	-	-	-	-	-	8	1	9	-	-	-	8	1	9	-	-	No Mnrtly/ NRA Fclty	
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	3	4	7	-	-	-	3	4	7	-	-	No Mnrtly/ NRA Fclty	
Subtotal	-	-	-	-	-	-	4	2	6	-	-	-	28	12	40	-	1	1	32	15	47	6	1	14.9%	
Seidel School of Health, Physical Education, & Human Performance																									
Education	1	1	2	-	-	-	-	-	-	-	-	-	9	16	25	-	2	2	10	19	29	2	2	13.8%	
Hlth, PE, and Human Perf.	1	-	1	-	-	-	-	-	-	-	-	-	5	4	9	-	-	-	6	4	10	1	-	10.0%	
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	3	8	11	-	1	1	3	10	13	1	1	15.4%	
Subtotal	2	2	4	-	-	-	-	-	-	-	-	-	17	28	45	-	3	3	19	33	52	4	3	13.5%	
TOTAL	11	5	16	-	-	-	9	4	13	2	2	4	161	131	292	2	10	12	185	152	337	33	12	13.4%	

Figure 6:

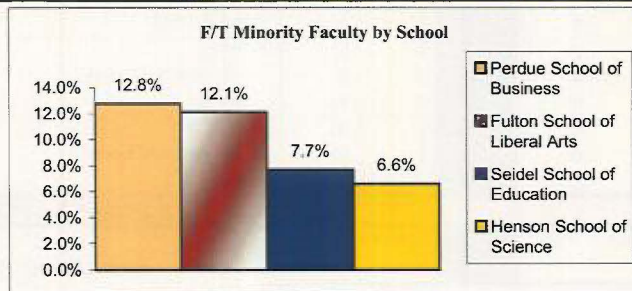
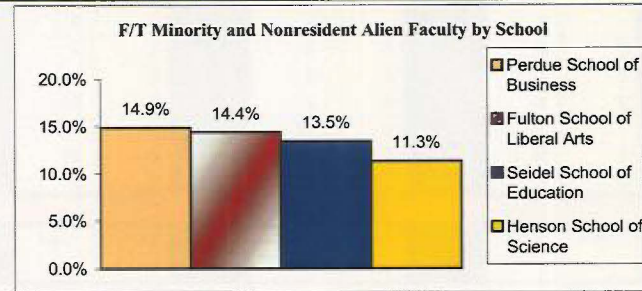


Figure 7:



Source: Fall 2006 EDS File

Table 3.1

Total Full-time Faculty by School, Department, and Tenure Status, Fall 1996, 2002-2006

School & Department	Fall 1996			Fall 2002			Fall 2003			Fall 2004			Fall 2005			Fall 2006		
	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT	T/TT	FT/NTT	Total FT
Fulton School of Liberal Arts																		
Art	6	-	6	7	6	13	7	5	12	8	5	13	8	5	13	9	5	14
Communication Arts	12	3	15	14	3	17	16	2	18	16	2	18	19	3	22	16	4	20
English	16	2	18	19	2	21	20	3	23	20	7	27	20	7	27	19	7	26
History	14	6	20	18	6	24	18	5	23	17	5	22	18	6	24	18	6	24
Modern Languages	3	2	5	5	2	7	4	2	6	5	2	7	5	2	7	5	2	7
Music	5	1	6	4	2	6	5	1	6	6	2	8	6	2	8	6	1	7
Philosophy	4	-	4	4	1	5	5	-	5	5	-	5	5	-	5	6	-	6
Political Science	4	1	5	5	-	5	5	-	5	5	-	5	5	-	5	6	-	6
Psychology	11	1	12	13	-	13	12	1	13	14	-	14	14	-	14	14	-	14
Sociology	4	-	4	6	-	6	7	-	7	7	-	7	7	-	7	8	-	8
Subtotal	79	16	95	95	22	117	99	19	118	103	23	126	107	25	132	107	25	132
Henson School of Science and Technology																		
Biology	15	7	22	18	4	22	18	4	22	19	4	23	19	4	23	19	7	26
Chemistry	7	5	12	7	3	10	9	3	12	9	3	12	9	3	12	8	4	12
CLS/Medical Technology	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3
Computer Science	4	-	4	6	-	6	4	1	5	6	1	7	5	2	7	5	1	6
Geography	7	1	8	8	1	9	8	1	9	8	1	9	8	1	9	8	1	9
Mathematics	10	3	13	13	5	18	14	3	17	15	5	20	14	5	19	13	8	21
Nursing	14	4	18	16	-	16	17	-	17	17	1	18	16	3	19	16	1	17
Physics	4	2	6	5	2	7	5	1	6	5	1	6	5	1	6	5	2	7
Respiratory Therapy	2	2	4	3	1	4	3	1	4	3	1	4	3	1	4	2	3	5
Subtotal	66	24	90	79	16	95	81	14	95	85	17	102	82	20	102	79	27	106
Perdue School of Business																		
Accounting & Legal Studies	6	1	7	9	-	9	9	-	9	8	-	8	8	-	8	9	1	10
Economics	3	2	5	4	-	4	3	1	4	4	1	5	4	1	5	6	-	6
Finance	3	-	3	5	-	5	4	1	5	5	-	5	5	-	5	6	-	6
Information Systems	4	2	6	7	1	8	7	2	9	7	2	9	7	2	9	7	2	9
Management	6	2	8	6	2	8	7	1	8	7	1	8	5	3	8	7	2	9
Marketing	4	-	4	6	1	7	5	1	6	5	1	6	6	1	7	6	1	7
Subtotal	26	7	33	37	4	41	35	6	41	36	5	41	35	7	42	41	6	47
Seidel School of Education and Professional Studies																		
Education	18	2	20	23	1	24	24	1	25	24	2	26	23	4	27	23	6	29
Health, PE, and Human Performance	10	-	10	11	-	11	9	1	10	7	2	9	9	-	9	9	1	10
Social Work	5	1	6	9	1	10	10	-	10	10	-	10	9	2	11	10	3	13
Subtotal	33	3	36	43	2	45	43	2	45	41	4	45	41	6	47	42	10	52
TOTAL	204	50	254	254	44	298	258	41	299	265	49	314	265	58	323	269	68	337

Source: Fall EDS Files

Table 3.2

Total Faculty by School, Department, and Employment Status, Fall 2002-Fall 2006

School & Discipline	Fall 2002				Fall 2003				Fall 2004				Fall 2005				Fall 2006			
	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total
Fulton School of Liberal Arts																				
Art	13	7	-	20	12	10	-	22	13	7	-	20	13	7	-	20	14	4	-	18
Communication Arts	17	10	-	27	18	12	-	30	18	9	-	27	22	9	-	31	20	11	-	31
English	21	7	-	28	23	7	10	40	27	6	9	42	27	3	12	42	26	6	14	46
History	24	3	-	27	23	2	2	27	22	3	-	25	24	3	-	27	24	4	-	28
Interdisciplinary/ General Studies	-	-	-	-	-	2	-	2	-	2	-	2	-	-	-	-	-	1	-	1
Modern Languages	7	6	-	13	6	6	-	12	7	6	1	14	7	6	-	13	7	5	-	12
Music	6	14	-	20	6	13	-	19	8	9	-	17	8	9	-	17	7	8	-	15
Philosophy	5	-	-	5	5	1	-	6	5	1	-	6	5	-	-	5	6	1	-	7
Political Science	5	1	-	6	5	2	-	7	5	2	-	7	5	2	-	7	6	2	-	8
Psychology	13	2	-	15	13	3	-	16	14	1	-	15	14	1	-	15	14	2	-	16
Sociology	6	1	-	7	7	1	-	8	7	2	-	9	7	-	-	7	8	-	-	8
Subtotal	117	51	-	168	118	59	12	189	126	48	10	184	132	40	12	184	132	44	14	190
Henson School of Science and Technology																				
Biology	22	5	-	27	22	3	-	25	23	4	-	27	23	6	-	29	26	3	-	29
Chemistry	10	1	-	11	12	1	-	13	12	1	-	13	12	2	-	14	12	1	-	13
CLS/Medical Technology	3	-	-	3	3	-	-	3	3	-	-	3	3	-	-	3	3	-	-	3
Computer Science	6	-	-	6	5	-	-	5	7	-	-	7	7	-	-	7	6	1	-	7
Geography	9	1	-	10	9	-	-	9	9	-	-	9	9	-	-	9	9	-	-	9
Math Sciences	18	3	-	21	17	4	-	21	20	5	-	25	19	7	-	26	21	5	-	26
Nursing	16	18	-	34	17	24	-	41	18	21	-	39	19	19	-	38	17	21	-	38
Physics	7	2	-	9	6	2	-	8	6	3	-	9	6	1	-	7	7	1	-	8
Respiratory Therapy	4	2	-	6	4	2	-	6	4	6	-	10	4	10	-	14	5	9	-	14
Subtotal	95	32	-	127	95	36	-	131	102	40	-	142	102	45	-	147	106	41	-	147
Perdue School of Business																				
Accounting & Legal Studies	9	4	-	13	9	2	-	11	8	3	-	11	8	5	-	13	10	3	-	13
Economics	4	2	-	6	4	2	-	6	5	3	-	8	5	2	-	7	6	2	-	8
Finance	5	3	-	8	5	4	-	9	5	3	-	8	5	5	-	10	6	4	-	10
Information Systems	8	6	-	14	9	6	-	15	9	6	-	15	9	4	-	13	9	7	-	16
Management	8	4	-	12	8	5	-	13	8	5	-	13	8	6	-	14	9	4	-	13
Marketing	7	3	-	10	6	5	-	11	6	3	-	9	7	2	-	9	7	1	-	8
Subtotal	41	22	-	63	41	24	-	65	41	23	-	64	42	24	-	66	47	21	-	68
Seidel School of Education and Professional Studies																				
Education	24	54	1	79	25	65	-	90	26	51	-	77	27	42	-	69	29	32	-	61
Health, PE, and Human Performance	11	9	-	20	10	8	2	20	9	9	2	20	9	14	2	25	10	10	2	22
Social Work	10	5	-	15	10	7	-	17	10	9	-	19	11	6	-	17	13	4	-	17
Subtotal	45	68	1	114	45	80	2	127	45	69	2	116	47	62	2	111	52	46	2	100
TOTAL	298	173	1	472	299	199	14	512	314	180	12	506	323	171	14	508	337	152	16	505

Source: Fall EDS File

Table 4: Full-Time Faculty by Rank, Sex, & School: Fall 2006

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total	Percentage of School
Fulton School of Liberal Arts							
Male	21	23	23	2	11	80	60.6%
Female	4	16	17	1	14	52	39.4%
Subtotal	25	39	40	3	25	132	100.0%
Henson School of Science & Technology							
Male	21	12	9	-	12	54	50.9%
Female	7	15	9	6	15	52	49.1%
Subtotal	28	27	18	6	27	106	100.0%
Perdue School of Business							
Male	13	6	9	1	3	32	68.1%
Female	2	4	6	-	3	15	31.9%
Subtotal	15	10	15	1	6	47	100.0%
Seidel School of Education & Professional Studies							
Male	5	6	6	-	2	19	36.5%
Female	2	10	13	-	8	33	63.5%
Subtotal	7	16	19	-	10	52	100.0%
GRAND TOTAL							
MALE	60	47	47	3	28	185	54.9%
FEMALE	15	45	45	7	40	152	45.1%
TOTAL	75	92	92	10	68	337	100.0%

Figure 8: Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank: Fall 2006

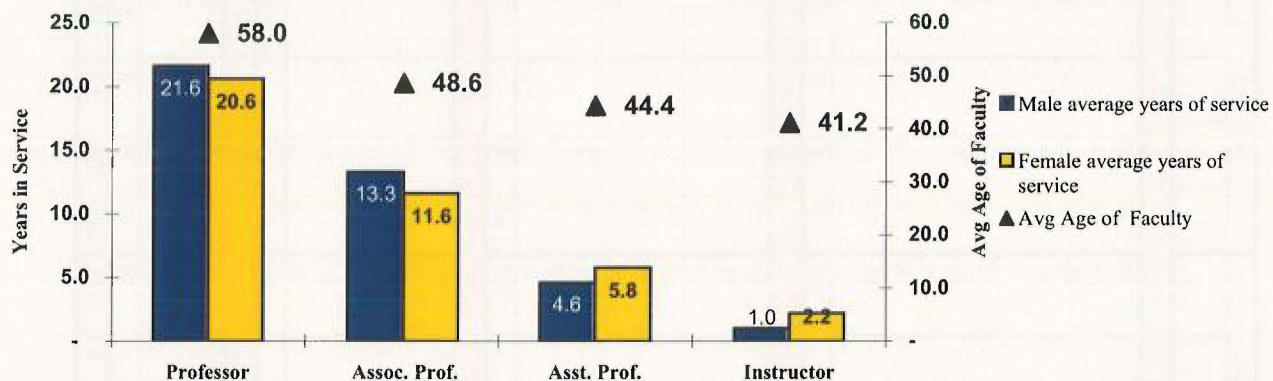


Table 5: Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank
(Up to and including Fall 2006 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
Number of Faculty	75	92	92	10	
Average Age of faculty	58.0	48.6	44.4	41.2	50.4
Average Years of service for faculty at rank	21.4	12.5	5.2	1.7	12.8
Male average years of service	21.6	13.3	4.6	1.0	13.5
Female average years of service	20.6	11.6	5.8	2.2	10.8

Table 6:

**Highest Degree Awarded to Tenured/Tenure-Track Faculty
by State & Institution, Academic Year 2006-2007**

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.*	Bach.	
ALABAMA				
Auburn University	1	-	-	1
U. of Alabama	2	-	-	2
U. of S. Alabama	1	-	-	1
ARIZONA				
Arizona State U.	1	-	-	1
U. of Arizona	1	-	-	1
ARKANSAS				
U. of Arkansas	1	-	-	1
CALIFORNIA				
Alliant International U.	1	-	-	1
California Institute of the Arts	-	1	-	1
U. of California, Irvine	1	-	-	1
U. of California, Los Angeles	3	-	-	3
U. of California, Riverside	1	-	-	1
U. of California, Santa Barbara	1	-	-	1
COLORADO				
U. of Colorado	2	-	-	2
U. of Denver	1	-	-	1
U. of N. Colorado	1	-	-	1
CONNECTICUT				
U. of Connecticut	2	-	-	2
Yale U.	1	-	-	1
DELAWARE				
U. of Delaware	10	-	-	10
Wesley College	-	1	-	1
DISTRICT OF COLUMBIA				
Catholic University of America	6	1	-	7
Georgetown U.	2	1	-	3
George Washington U.	9	-	-	9
FLORIDA				
Florida State U.	6	-	-	6
U. of Florida	3	-	-	3
U. of S. Florida	1	-	-	1
GEORGIA				
Emory U.	1	-	-	1
Georgia State U.	1	-	-	1
U. of Georgia	3	-	-	3
ILLINOIS				
Illinois State U.	1	-	-	1
Northwestern U.	2	-	-	2
Southern Illinois U.	1	1	-	2
U. of Chicago	-	1	-	1
U. of Illinois	2	-	-	2
INDIANA				
Indiana U.	6	-	-	6
Purdue U.	-	1	-	1
IOWA				
U. of Iowa	3	-	-	3
KANSAS				
Kansas State U.	1	-	-	1
U. of Kansas	3	-	-	3
KENTUCKY				
Murray State U.	-	1	-	1
U. of Kentucky	1	-	-	1
LOUISIANA				
Louisiana Tech.	1	-	-	1
Louisiana St. U., Baton Rouge	4	-	-	4
Northwestern State U.	1	-	-	1
MARYLAND				
Johns Hopkins U.	2	1	-	3
Maryland Institute College of Art	-	1	-	1
Salisbury U.	-	6	1	7

Source: SU's PeopleSoft Employee Education Data

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.*	Bach.	
MD Cont.				
UMB	3	1	-	4
UMBC	1	-	-	1
UMCP	20	1	-	21
UMES	1	-	-	1
MASSACHUSETTS				
Brandeis U.	1	-	-	1
Northeastern U. (Boston)	3	-	-	3
Tufts U.	1	-	-	1
U. of Massachusetts	2	-	-	2
MICHIGAN				
Cranbrook Academy of Art	-	1	-	1
Eastern Michigan U.	-	1	-	1
Michigan State U.	3	1	-	4
Western Michigan U.	1	-	-	1
MINNESOTA				
Minnesota State U.	-	-	1	1
U. of Minnesota	2	-	-	2
MISSISSIPPI				
U. of S. Mississippi	1	-	-	1
MISSOURI				
U. of Missouri	2	-	-	2
Washington U. @ St. Louis	1	-	-	1
NEBRASKA				
U. of Nebraska	2	-	-	2
NEVADA				
U. of Nevada-Las Vegas	1	-	-	1
NEW HAMPSHIRE				
Dartmouth College	1	-	-	1
NEW JERSEY				
Princeton U.	-	1	-	1
Rutgers U.	2	-	-	2
NEW YORK				
Columbia U.	3	-	-	3
Cornell U.	2	-	-	2
New York U.	1	-	-	1
SUNY at Albany	2	-	-	2
SUNY at Binghamton	1	-	-	1
SUNY at Stony Brook	2	-	-	2
Syracuse U.	4	-	-	4
Teachers College @ Columbia U.	1	-	-	1
U. of Rochester	1	-	-	1
NORTH CAROLINA				
U. of NC, Greensboro	2	-	-	2
OHIO				
Bowling Green State U.	1	-	-	1
Case Western Reserve U.	1	-	-	1
Kent State U.	-	1	-	1
Ohio State U.	5	1	-	6
Ohio U.	1	-	-	1
Union Institute	1	-	-	1
U. of Cincinnati	-	1	-	1
OKLAHOMA				
Oklahoma State U.	2	-	-	2
U. of Oklahoma	1	-	-	1
OREGON				
U. of Oregon	2	-	-	2
PENNSYLVANIA				
Carnegie Mellon U.	1	-	-	1
Lehigh U.	3	-	-	3
Penn State U.	5	1	-	6
Temple U.	4	-	-	4
U. of PA	3	-	-	3
U. of Pittsburgh	2	-	-	2

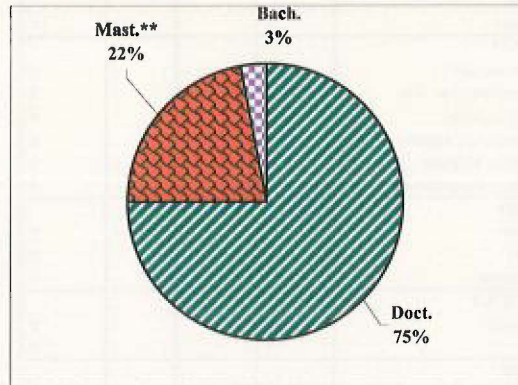
Table 6 cont.

Highest Degrees Awarded to Tenured/Tenure-Track Faculty
Academic Year 2006-2007 (cont.)

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.*	Bach.	
RHODE ISLAND				
Brown U.	1	-	-	1
U. of Rhode Island	1	-	-	1
SOUTH CAROLINA				
U. of South Carolina	4	-	-	4
TENNESSEE				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
U. of Tennessee	5	1	-	6
TEXAS				
Texas Christian U.	1	-	-	1
U. of Houston	3	-	-	3
U. of North Texas	2	-	-	2
U. of Texas	5	-	-	5
UTAH				
U. of Utah	2	-	-	2
VIRGINIA				
College of William & Mary	2	-	-	2
U. of Virginia	2	-	-	2
Va. Commonwealth U.	1	-	-	1
Va. Polytechnic Inst.	4	-	-	4
WASHINGTON				
U. of Washington	1	-	-	1
WISCONSIN				
U. of Wisconsin-Madison	4	-	-	4
FOREIGN COUNTRIES				
Cambridge U. (UK)	1	-	-	1
Sejong U. Republic of Korea	-	1	-	1
U. of Calgary, Canada	2	-	-	2
U. of Guelph, Canada	1	-	-	1
U. of Sheffield, UK	1	-	-	1
U. of Toronto, Canada	2	-	-	2
U. of Victoria, B.C., Canada	2	-	-	2
Tenured/Tenure-Track Faculty*				
Subtotal	238	29	2	269

Figure 9:

All Full-Time Faculty
Percentage of Highest Degree Awarded: Fall 2006



*Includes 7 MFAs, 2 Masters in Med Tech/Resp. Therapy, and 1 Master's in Social Work (considered to be terminal in their field).

Table 7:

Highest Degree Awarded to Full-Time Non-Tenure Track Faculty
By State & Institution: Academic Year 2006-2007

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.**	Bach.	
ARIZONA				
U. of Arizona	-	1	-	1
CALIFORNIA				
California State University	-	-	1	1
Radford U.	-	1	-	1
U. of California, Santa Barbara	1	-	-	1
COLORADO				
U. of Colorado	1	-	-	1
DELAWARE				
U. of Delaware	-	2	-	2
Wilmington College	-	5	-	5
DISTRICT OF COLUMBIA				
George Washington U.	2	2	-	4
FLORIDA				
Florida Atlantic U.	-	1	-	1
U. of Florida	1	-	-	1
GEORGIA				
U. of Georgia	1	-	-	1
INDIANA				
Indiana U.	2	1	-	3
KANSAS				
U. of Kansas	-	1	-	1
MARYLAND				
Johns Hopkins U.	-	1	-	1
Salisbury U.	-	16	3	19
UMCP	1	1	1	3
UMB	-	1	-	1
UMBC	-	1	-	1
Washington College	-	1	-	1

T/TT Faculty = 269: highest degrees from 39 states, D.C. and 3 foreign countries;
88% with doctoral degrees, 92% with terminal degrees.
ALL F/T Faculty = 337: highest degrees from 39 states, D.C., and 3 foreign countries;
75% with doctoral degrees; 80% with terminal degrees
Terminal Degrees represent 107 institutions of higher education from 39 states, the District of Columbia and 2 foreign countries.

Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mast.**	Bach.	
MASSACHUSETTS				
Eastern Nazarene C.	-	-	1	1
MISSISSIPPI				
U. of Mississippi	-	1	-	1
NORTH CAROLINA				
Appalachian State U.	-	1	-	1
East Carolina U.	-	1	-	1
OHIO				
Bowling Green State U.	1	-	-	1
Ohio State U.	1	-	-	1
OKLAHOMA				
U. of Oklahoma	-	-	1	1
OREGON				
U. of Oregon	1	-	-	1
PENNSYLVANIA				
Albright College	-	1	-	1
Arcadia U.	-	1	-	1
Lehigh U.	-	1	-	1
Penn State U.	1	1	-	2
U. of Pittsburgh	-	1	-	1
SOUTH CAROLINA				
U. of South Carolina	1	-	-	1
TEXAS				
U. of Texas	-	1	-	1
VIRGINIA				
U. of Virginia	1	-	-	1
WISCONSIN				
Northland College	-	-	1	1
U. of Wisconsin-Madison	-	1	-	1
Total Full-Time non-tenure track faculty	15	45	8	68
GRAND TOTAL FOR ALL FACULTY	253	74	10	337

**Includes 6 MFAs, 2 Master's in Social Work (considered to be terminal in their field).

Source: SU's PeopleSoft Employee Education Data

Table 8:

Salisbury University
SCH to FTEF Ratio
Academic Years 2001-2002 through 2005-2006

	AY 2001-2002			AY 2002-2003			AY 2003-2004			AY 2004-2005			AY 2005-2006		
	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio
Fulton School of Liberal Arts															
ART	5,802	14.29	406.02	6,778	17.13	395.68	6,547	17.03	384.47	6,740	17.86	377.38	6,921	17.51	395.26
CMAT, DANC & THEA	10,623	21.37	497.10	10,964	20.77	527.88	10,879	21.84	498.07	11,022	24.63	447.57	11,844	25.73	460.39
ENGL	13,052	26.81	486.83	13,445	28.11	478.30	13,530	27.08	499.72	13,450	28.48	472.28	13,735	28.85	476.10
HIST & ANTH	15,096	23.15	652.10	15,996	25.31	632.00	15,725	25.11	626.31	16,126	23.23	694.34	15,666	24.44	640.93
MDFL	2,979	8.56	348.01	3,258	8.74	372.77	3,032	9.36	323.79	3,463	8.98	385.53	3,453	10.05	343.45
MUSC	2,009	9.08	221.26	1,464	8.53	171.63	1,747	9.56	182.75	2,249	10.64	211.29	2,694	9.92	271.46
PHIL	3,887	5.19	748.94	3,538	4.99	709.02	3,100	4.08	759.96	3,552	5.17	686.82	3,294	5.18	636.47
POSC	2,809	4.94	568.62	3,050	4.81	634.10	3,605	5.19	695.11	3,684	4.54	811.83	3,288	5.25	626.63
PSYC	10,455	12.68	824.53	10,670	13.23	806.50	10,464	13.84	755.93	11,273	13.66	825.18	12,251	14.45	848.11
SOCI & CADR	3,909	6.25	625.44	4,204	6.38	658.93	4,770	7.03	678.64	4,477	6.64	673.99	4,598	6.83	672.84
HONR & IDIS	1,698			1,671			1,459			1,422			1,659		
Average	72,319	132.32	546.55	75,038	138.00	543.75	74,858	140.11	534.26	77,458	143.83	538.54	79,403	148.21	535.76
Henson School of Science & Technology															
BIOL & ENVH	12,921	26.46	488.32	12,770	27.62	462.35	12,786	27.55	464.10	13,670	29.20	468.13	13,813	28.97	476.73
CHEM	5,544	12.72	435.85	5,398	12.45	433.57	5,266	13.80	381.55	5,692	13.78	413.06	5,605	13.37	419.20
GEOG	6,018	8.88	677.70	5,941	9.18	647.17	6,259	9.36	668.73	6,039	9.56	631.86	7,004	10.63	658.88
MDTC & RESP & AHPH	1,043	7.68	135.81	1,014	7.36	137.77	1,358	8.39	161.94	1,686	8.87	190.16	2,433	9.93	244.91
MATH & COSC	12,379	23.68	522.76	12,451	23.11	538.77	13,057	24.08	542.28	13,152	25.24	521.05	12,468	26.05	478.68
NURS	3,223	19.59	164.52	3,853	23.77	162.10	4,268	24.66	173.06	4,493	25.18	178.44	4,210	23.76	177.17
PHYS	2,702	7.44	363.17	3,123	6.88	453.92	2,989	7.31	409.06	2,904	6.83	425.13	2,901	7.07	410.18
Average	43,830	106.45	411.74	44,550	110.37	403.64	45,983	115.14	399.35	47,636	118.66	401.46	48,434	119.79	404.32
Perdue School of Business															
ACCT	3,249	10.30	315.44	4,752	10.26	463.16	4,803	9.88	486.13	5,394	10.74	502.23	5,544	10.19	544.24
BUAD, MKTG, MGMT (2)	15,017	14.91	1,007.18	9,603	17.42	551.26	8,650	17.81	485.68	9,003	16.27	553.26	8,972	16.82	533.37
ECON & FINA	3,042	10.13	300.30	5,526	10.79	512.14	5,359	9.59	559.10	5,802	9.78	593.10	6,174	12.13	508.79
INFO	3,023	10.98	275.32	4,891	11.70	418.03	4,994	11.38	438.98	4,785	11.64	410.95	4,987	11.25	443.24
Average	24,331	46.32	525.28	24,772	50.17	493.76	23,806	48.65	489.32	24,984	48.44	515.79	25,677	50.39	509.53
Seidel School of Professional Studies															
ELED, ECED, EDUC	14,131	31.82	444.09	14,323	33.49	427.68	12,325	29.11	423.43	13,206	33.06	399.44	12,645	32.81	385.42
PHEC, EXSC, ATTR, HLTH	10,438	19.59	532.82	11,324	20.63	548.91	13,482	20.24	665.98	11,857	20.30	584.02	12,319	21.91	562.32
SOWK	3,701	8.21	450.79	4,317	10.57	408.42	4,180	11.91	350.85	5,277	11.39	463.25	5,289	11.52	459.15
Average	28,270	59.62	474.17	29,964	64.69	463.19	29,987	61.27	489.46	30,340	64.76	468.53	30,253	66.23	456.75
Institutional Average	168,750	344.71	489.54	174,324	363.23	479.93	174,634	365.18	478.22	180,418	375.68	480.24	183,767	384.63	477.78

NOTE: (1) The majority of student credit hours generated by Interdisciplinary Studies and Honors courses are taught by Fulton School faculty. These student credit hours are included as a single total, and are not matched to any FTEF because the FTEF of the faculty teaching them is counted in their home discipline. The effect on the Fulton School is reflected in the school's overall average SCH to FTEF ratio.

(2) In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, FINA and INFO faculty were included under BUAD prior to AY2002-2003.

Sources: SCH is from Annual Credit Hour Production, Fall Fact Book.
FTEF is derived from the annual Faculty Workload Report.

Table 9:

Salisbury University
Student to Faculty Ratio
Academic Years 2001-2002 through 2005-2006

	AY 2001-2002			AY 2002-2003			AY 2003-2004			AY 2004-2005			AY 2005-2006		
	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio
Fulton School of Liberal Arts															
ART	387	14.29	13.53	452	17.13	13.19	437	17.03	12.83	450	17.86	12.59	462	17.51	13.18
CMAT, DANC & THEA	708	21.37	16.57	731	20.77	17.60	725	21.84	16.61	735	24.63	14.92	790	25.73	15.35
ENGL	879	26.81	16.38	905	28.11	16.11	909	27.08	16.79	904	28.48	15.87	923	28.85	15.99
HIST & ANTH	1,009	23.15	21.80	1,071	25.31	21.16	1,053	25.11	20.97	1,079	23.23	23.22	1,049	24.44	21.45
MDFL	199	8.56	11.61	217	8.74	12.43	202	9.36	10.81	231	8.98	12.86	230	10.05	11.45
MUSC	134	9.08	7.39	98	8.53	5.73	117	9.56	6.10	150	10.64	7.05	180	9.92	9.05
PHIL	259	5.19	24.96	236	4.99	23.63	207	4.08	25.33	237	5.17	22.89	220	5.18	21.22
POSC & ENVI	187	4.94	18.97	203	4.81	21.14	240	5.19	23.15	246	4.54	27.06	219	5.25	20.89
PSYC	697	12.68	27.50	711	13.23	26.89	698	13.84	25.20	752	13.66	27.51	817	14.45	28.27
SOCI & CADR	261	6.25	20.85	280	6.38	21.96	318	7.03	22.62	298	6.64	22.47	307	6.83	22.44
HONR & IDIS	113			111			99			95			111		
Average			18.26			18.18			17.86			17.99			17.90
Henson School of Science & Technology															
BIOL & ENVH	863	26.46	16.30	852	27.62	15.42	853	27.55	15.48	913	29.20	15.64	922	28.97	15.90
CHEM	370	12.72	14.53	360	12.45	14.45	351	13.80	12.72	380	13.78	13.78	374	13.37	13.97
GEOG & GEOL	401	8.88	22.59	396	9.18	21.57	417	9.39	22.22	403	9.56	21.06	467	10.63	21.96
MDTC, RESP & AHPH	70	7.68	4.53	68	7.36	4.59	91	8.39	5.40	112	8.87	6.34	168	9.93	8.44
MATH & COSC	828	23.68	17.49	834	23.11	18.04	874	24.08	18.14	881	25.24	17.45	834	26.05	16.00
NURS	220	19.59	5.62	261	23.77	5.50	288	24.66	5.84	305	25.18	6.05	283	23.76	5.96
PHYS	180	7.44	12.11	208	6.88	15.13	200	7.31	13.65	194	6.83	14.20	193	7.07	13.67
Average			13.77			13.50			13.34			13.43			13.52
Perdue School of Business															
ACCT	220	10.30	10.69	320	10.26	15.60	323	9.88	16.34	363	10.74	16.89	373	10.19	18.30
BUAD, MKTG, MGMT	1,015	14.91	34.05	654	17.42	18.77	589	17.81	16.52	610	16.27	18.74	608	16.82	18.09
ECON & FINA	205	10.13	10.11	373	10.79	17.29	362	9.59	18.85	391	9.78	19.98	416	12.13	17.12
INFO	202	10.98	9.18	329	11.70	14.05	337	11.38	14.79	322	11.64	13.82	336	11.25	14.91
Average			17.72			16.70			16.54			17.40			17.19
Seidel School of Professional Studies															
ELED, ECED, EDUC	982	31.82	15.43	995	33.49	14.85	860	29.11	14.77	920	33.06	13.91	882	32.81	13.45
PHEC, EXSC, ATTR, HLTH	701	19.59	17.88	735	20.63	17.81	902	20.24	22.29	778	20.30	19.16	822	21.91	18.76
SOWK	257	8.21	15.68	311	10.57	14.71	306	11.91	12.85	383	11.39	16.82	389	11.52	16.87
Average			16.27			15.77			16.88			16.07			15.80
Institutional Average			16.46			16.12			16.10			16.14			16.08

Note: FTEs is calculated using student credit hours. FTEs is the sum of undergraduate student credit hours divided by 15 and graduate student credit hours divided by 12.
FTEF is calculated by dividing courses taught (including those taught by TA's) by expected load. Expected load varies, and this has been taken into consideration in the calculation of FTEF. Student to Faculty Ratio is calculated: FTEs divided by FTEF divided by 2 (brings full-year load to a semester equivalent).
In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, FINA and INFO faculty were included under BUAD prior to AY2002-2003.

Sources: FTEs is derived from SCH is from Annual Credit Hour Production, Fall Fact Book.
FTEF is derived from the Annual Faculty Workload Reports.

**Table 1: Number of Employees by Occupational Category, Race/Ethnicity, Sex, and Status
Fall 2006**

Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	24	-	4	-	-	-	28	-
Female	22	-	1	-	-	-	23	-
Subtotal	46	-	5	-	-	-	51	-
Faculty¹								
Male	161	33	11	2	13	12	185	47
Female	133	90	5	1	14	14	152	105
Subtotal	294	123	16	3	27	26	337	152
Librarian/Professional								
Male	3	-	-	-	-	-	3	-
Female	5	1	1	-	-	-	6	1
Subtotal	8	1	1	-	-	-	9	1
Professional								
Male	68	-	6	-	1	-	75	-
Female	64	3	9	-	-	-	73	3
Subtotal	132	3	15	-	1	-	148	3
Teaching & Research Assistants								
Male	-	4	-	-	-	-	-	4
Female	-	11	-	1	-	-	-	12
Subtotal	-	15	-	1	-	-	-	16
Technical/Paraprofessional								
Male	20	2	1	1	-	-	21	3
Female	23	1	5	-	2	-	30	1
Subtotal	43	3	6	1	2	-	51	4
Secretary/Clerical								
Male	15	21	2	3	1	3	18	27
Female	114	34	20	16	-	5	134	55
Subtotal	129	55	22	19	1	8	152	82
Skilled Crafts								
Male	33	-	6	-	1	-	40	-
Female	1	-	-	-	-	-	1	-
Subtotal	34	-	6	-	1	-	41	-
Service/Maintenance								
Male	26	22	32	42	1	5	59	69
Female	12	26	46	116	2	7	60	149
Subtotal	38	48	78	158	3	12	119	218
TOTALS								
Male	350	82	62	48	17	20	429	150
Female	374	166	87	134	18	26	479	326
Grand Total	724	248	149	182	35	46	908	476

Notes:

¹ Additional Part-Time Faculty - Administrative/Professional Staff who teach (For informational purposes only...staff employees are reported in their primary occupational category above.)								
Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Male	-	16	-	1	-	-	-	17
Female	-	8	-	1	-	-	-	9
Subtotal	-	24	-	2	-	-	-	26

² "Other/Minority" indicates all other ethnic groups (Hispanic, Asian/Pacific Islander, American Indian, and non-resident alien) exclusive of African-American and White. Also included are 40 part-time employees with a race of unknown.

Source: EDS file as of November 1, 2006.

Table 1.1 Number of Employees by Occupational Category and Race/Ethnicity
Fall 1996, Fall 2002 to Fall 2006

Occupational Category/Race	Fall 1996	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Executive/Administrative						
Black	5	6	5	5	7	5
% Black	5.7%	9.1%	8.2%	9.4%	12.7%	9.8%
White	82	59	55	48	48	46
Other ¹	1	1	1	-	-	-
% Other	1.1%	1.5%	1.6%	0.0%	0.0%	0.0%
Subtotal	88	66	61	53	55	51
Faculty						
Black	12	17	15	16	19	19
% Black	3.4%	3.6%	3.0%	3.2%	3.8%	3.9%
White	326	420	437	433	437	417
Other	14	34	46	45	38	53
% Other	4.0%	7.2%	9.2%	9.1%	7.7%	10.8%
Subtotal	352	471	498	494	494	489
Librarians/Professionals²						
Black	-	-	1	1	1	1
% Black	-	-	11.1%	11.1%	10.0%	10.0%
White	-	-	8	8	9	9
Other	-	-	-	-	-	-
Subtotal	-	-	9	9	10	10
Professional³						
Black	4	16	11	13	12	15
% Black	5.4%	8.8%	7.2%	7.8%	7.4%	9.9%
White	68	163	139	147	148	135
Other	2	2	3	6	3	1
% Other	2.7%	1.1%	2.0%	3.6%	1.8%	0.7%
Subtotal	74	181	153	166	163	151
Teaching & Research Assistants⁴						
Black	-	-	-	1	1	1
% Black	-	-	-	-	0.1%	0.1%
White	1	1	11	11	11	15
Other	-	-	3	-	2	-
% Other	-	-	21.4%	0.0%	14.3%	0.0%
Subtotal	1	1	14	12	14	16
Technical/Paraprofessional						
Black	2	2	3	5	4	7
% Black	6.1%	5.9%	8.1%	16.7%	10.3%	12.7%
White	31	32	34	25	34	46
Other	-	-	-	-	1	2
Subtotal	33	34	37	30	39	55
Secretary/Clerical						
Black	32	26	29	49	45	41
% Black	13.6%	12.0%	13.2%	20.2%	17.3%	17.5%
White	197	184	186	186	192	184
Other	6	6	5	8	23	9
% Other	2.6%	2.8%	2.3%	3.3%	8.8%	3.8%
Subtotal	235	216	220	243	260	234
Skilled Crafts						
Black	3	3	3	7	7	6
% Black	17.6%	20.0%	21.4%	16.3%	16.7%	14.6%
White	14	12	11	34	34	34
Other	-	-	-	2	1	1
Subtotal	17	15	14	43	42	41
Service/Maintenance						
Black	138	215	209	199	228	236
% Black	61.9%	56.0%	57.9%	62.0%	69.1%	70.0%
White	85	162	140	111	86	86
Other	-	7	12	11	16	15
% Other	-	1.8%	3.3%	3.4%	4.8%	4.5%
Subtotal	223	384	361	321	330	337
TOTALS						
Black	196	285	276	296	324	331
% Black	19.2%	20.8%	20.2%	21.6%	23.0%	23.9%
White	804	1,033	1,021	1,003	999	972
Other	23	50	70	72	84	81
% Other	2.2%	3.7%	5.1%	5.3%	6.0%	5.9%
% Minority & Other ⁵	21.4%	24.5%	25.3%	26.8%	29.0%	29.8%
GRAND TOTAL	1,023	1,368	1,367	1,371	1,407	1,384

Notes:

¹ Additional Part-Time Faculty - Administrative/Professional Staff who teach (For informational purposes only...staff employees are reported in their primary occupational category above.)								
Category/Sex	Fall 2005				Fall 2006			
	White	African-American	Other/ Minority ²	Total	White	African-American	Other/ Minority ²	Total
Male	17	2	-	19	16	1	-	17
Female	13	1	-	14	8	1	-	9
Subtotal	30	3	-	33	24	2	-	26

² USM policy reclassified librarians as faculty in 2003. As of fall 2006, IPEDS' policy classified librarians as professionals.

³ HR classifies TAs as students, not employees. A UARA audit in 2003 corrected the reporting omission.

⁴ Race/ethnicity "Other" includes all race categories other than Black and White. "Minority" includes Other and

Source: EDS file as of November 1, 2006

Table 2:

**Number of Employees by Occupational Category and Status
Fall 2002 - Fall 2006**

Category/Status	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2-Yr Change 2004-2006	% Change 2002-2006
Executive/Administrative							
Full-Time	66	61	52	54	51	-1.9%	-22.7%
Part-Time	-	-	1	1	-	-	-
Subtotal	66	61	53	55	51	-3.8%	-22.7%
Faculty							
Full-Time Faculty							
Tenured/Tenure-Track	254	258	265	265	269	0	5.9%
Non-Tenure Track	44	41	49	58	68	38.8%	54.5%
Subtotal	298	299	314	323	337	7.3%	13.1%
Part-Time Non-Tenure Track Faculty ¹	173	199	180	171	152	-15.6%	-12.1%
Subtotal	471	498	494	494	489	-1.0%	3.8%
Professional							
Full-Time	150	142	157	160	148	-5.7%	-1.3%
Part-Time	31	11	9	3	3	-	-
Subtotal	181	153	166	163	151	-9.0%	-16.6%
Librarian/Professional							
Full-Time	-	9	9	10	9	-	-
Part-Time	-	-	-	-	1	-	-
Subtotal	-	9	9	10	10	-	-
Teaching & Research Assistants							
Full-Time	-	-	-	-	-	-	-
Part-Time	1	14	12	14	16	-	-
Subtotal	1	14	12	14	16	-	-
Technical/Paraprofessional							
Full-Time	33	31	23	31	51	121.7%	54.5%
Part-Time	1	6	7	8	4	-	0.0%
Subtotal	34	37	30	39	55	83.3%	61.8%
Secretary/Clerical							
Full-Time	161	168	162	155	152	-6.2%	-5.6%
Part-Time	55	52	81	105	82	1.2%	49.1%
Subtotal	216	220	243	260	234	-3.7%	8.3%
Skilled Crafts							
Full-Time	15	14	41	42	41	0.0%	173.3%
Part-Time	-	-	2	-	-	-	0.0%
Subtotal	15	14	43	42	41	-4.7%	173.3%
Service/Maintenance							
Full-Time	193	171	128	122	119	-7.0%	-38.3%
Part-Time	191	190	193	208	218	13.0%	14.1%
Subtotal	384	361	321	330	337	5.0%	-12.2%
TOTALS							
Full-Time	916	895	886	897	908	2.5%	-0.9%
Part-Time	452	472	485	510	476	-1.9%	5.3%
GRAND TOTAL	1,368	1,367	1,371	1,407	1,384	0.9%	1.2%

Notes: As of fall 2006, IPEDS' policy classified librarians as professionals.

General: No accurate recording of Teaching Assistants was kept until 2003.

In 2004, Human Resources reclassified many service/maintenance personnel as skilled crafts personnel.

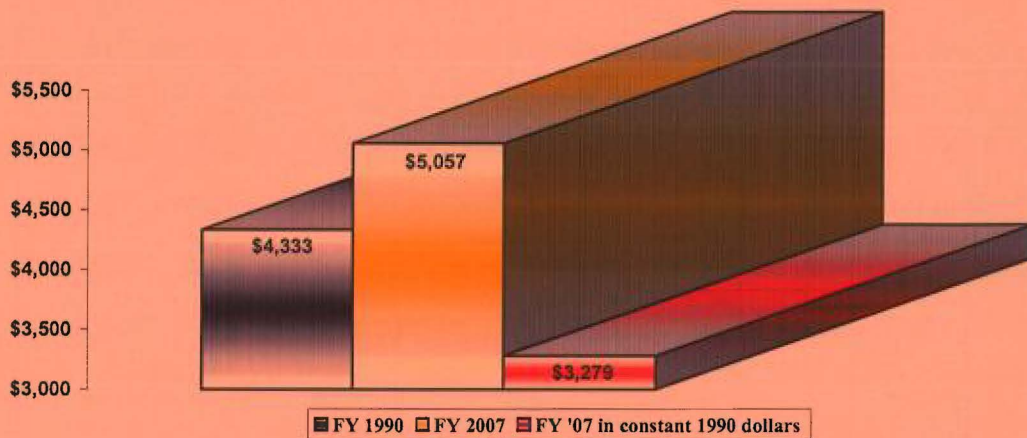
Additional Part-time Faculty	Fall 2005	Fall 2006
Administrative/Professional Staff who teach	33	26
(For informational purposes only...staff employees are reported in their primary occupational category above.)		

Source: EDS file as of November 1, 2006

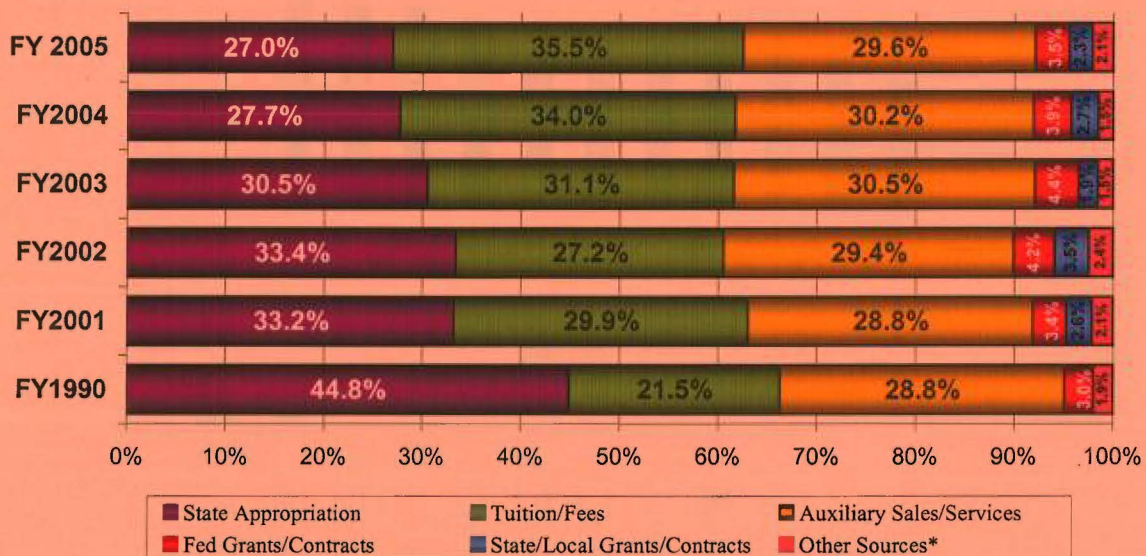
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Resources

Salisbury University - State Appropriation per FTES:
FY 1990, FY 2007, FY 2007 in constant 1990 dollars



Operating Revenue by Source: FY1990, FY2001 - FY2005



*Includes private gifts, transfers, investment income.

Source: Audited Financial Statements

Table 1 :

Tuition and Fees

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	5-yr change
Tuition and Fees - Full-Time							
Resident	\$4,486	\$4,804	\$5,564	\$5,976	\$6,376	\$6,412	\$1,608
% Increase	4.0%	7.1%	15.8%	7.4%	6.7%	0.6%	33.5%
Non-Resident	\$9,942	\$10,568	\$12,452	\$13,554	\$14,054	\$14,306	\$3,738
% Increase	9.9%	6.3%	17.8%	8.8%	3.7%	1.8%	35.4%
Room (double occupancy)	\$3,150	\$3,300	\$3,350	\$3,450	\$3,554	\$3,732	\$432
% Room Increase	5.0%	4.8%	1.5%	3.0%	3.0%	5.0%	13.1%
Board (19-meal plan)	\$2,940	\$3,050	\$3,550	\$3,600	\$3,378	\$3,514	\$464
% Board Increase	5.4%	3.7%	16.4%	1.4%	-6.2%	4.0%	15.2%
Total Tuition, Room & Board							
Resident	\$10,576	\$11,154	\$12,464	\$13,026	\$13,308	\$13,658	\$2,504
% Increase	4.7%	5.5%	11.7%	4.5%	2.2%	2.6%	22.4%
Non-Resident	\$16,032	\$16,918	\$19,352	\$20,604	\$20,986	\$21,552	\$4,634
% Increase	8.0%	5.5%	14.4%	6.5%	1.9%	2.7%	27.4%
Tuition and Fees Per Credit Hour							
Resident - Undergraduate	\$135	\$142	\$171	\$188	\$200	\$200	\$58
% Increase	3.8%	5.2%	20.4%	9.9%	6.4%	0.0%	40.8%
Non-Resident - Undergraduate	\$345	\$370	\$443	\$487	\$520	\$529	\$159
% Increase	5.8%	7.2%	19.7%	9.9%	6.8%	1.7%	43.0%
Resident - Graduate	\$174	\$184	\$215	\$244	\$249	\$260	\$76
% Increase	3.6%	5.7%	16.8%	13.5%	2.0%	4.4%	41.3%
Non-Resident - Graduate	\$355	\$380	\$455	\$500	\$535	\$546	\$166
% Increase	5.7%	7.0%	19.7%	9.9%	7.0%	2.1%	43.7%
Athletic Fee	-	-	-	-	\$13	\$13	\$13
Facilities Fee	\$4	\$4	\$4	\$4	\$23	\$25	\$21
Student Activities Fee (UG Only)	-	-	-	-	\$3	\$3	\$3
Technology Fee	-	\$3	\$4	\$4	\$4	\$4	\$1
University Center Operating Fee	-	-	-	-	\$7	\$7	\$7

Source: Salisbury University Tuition and Fee Schedule, SU Budget Office

Figure 1:

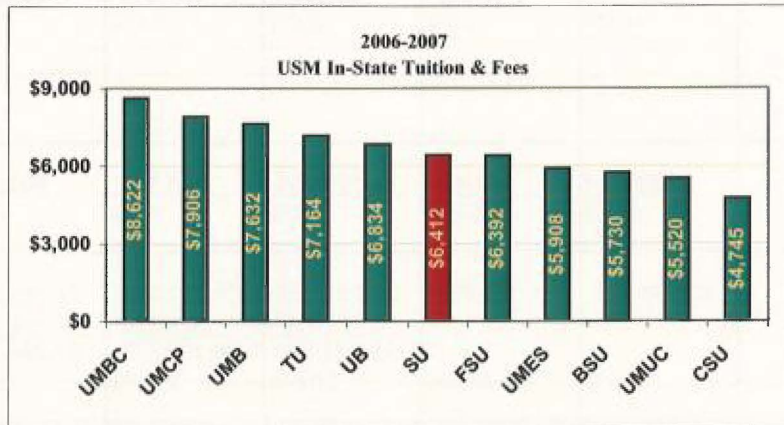
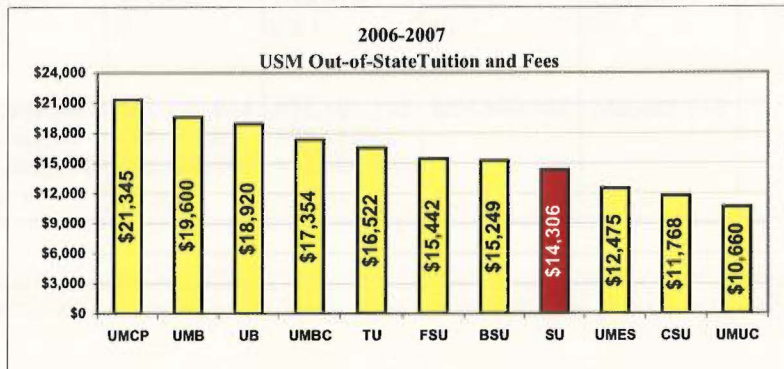


Figure 2:



Source: USM Website: "Schedule of Tuition and Mandatory Fees: FY '07".

Table 2:

Operating Revenue by Source: Fiscal Year 2000 - 2005¹

Source	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total	FY 2003 % of FY Total	FY 2004 % of FY Total	FY 2005 % of FY Total
Tuition and Fees	\$22,856,888	\$25,290,486	\$27,113,008	\$30,089,461	\$35,592,779	\$38,965,402
<i>Less: Scholarship Allowances²</i>			<i>3,090,856</i>	<i>3,407,261</i>	<i>4,321,100</i>	<i>4,708,318</i>
Net Tuition and Fees			24,022,152	26,682,200	31,271,679	34,257,084
	30.3%	29.9%	29.5%	33.6%	36.9%	38.5%
State Appropriations						
State	24,476,838	28,100,148	29,499,698	26,200,058	25,442,364	25,995,091
% of Total	32.5%	33.2%	32.1%	29.2%	26.4%	25.7%
Federal Operating Grants & Contracts						
Federal Operating	2,248,473	2,896,846	3,668,499	3,816,767	3,544,091	3,335,379
% of Total	3.0%	3.4%	4.0%	4.3%	3.7%	3.3%
Other Operating Grants and Gifts						
Federal-Unrestricted	-	-	-	-	-	-
% of Total	-	-	-	-	-	-
State-Restricted	1,181,775	2,179,778	3,071,796	1,653,556	2,501,007	2,240,615
%	1.6%	2.6%	3.3%	1.8%	2.6%	2.2%
State-Unrestricted	-	-	-	-	-	-
% of Total	-	-	-	-	-	-
Private Gifts, Grants and Contracts:						
Restricted	335,148	441,587	358,924	507,612	473,830	208,338
% of Total	0.4%	0.5%	0.4%	0.6%	0.5%	0.2%
Unrestricted	-	-	-	-	-	-
% of Total	-	-	-	-	-	-
Sales and Services of Educational Activities						
% of Total	203,954	140,427	121,189	238,942	205,436	606,467
	0.3%	0.2%	0.1%	0.3%	0.2%	0.6%
Sales and Services of Auxiliary Enterprises						
<i>Less: Scholarship Allowances²</i>			<i>321,752</i>	<i>329,222</i>	<i>199,471</i>	<i>114,403</i>
Net Tuition and Fees			25,932,110	26,163,030	27,766,317	28,555,085
% of Total	30.6%	28.8%	28.6%	29.6%	29.0%	28.3%
Other Sources						
% of Total	1,051,770	1,215,551	1,676,974	583,119	695,309	1,197,449
	1.4%	1.4%	1.8%	0.7%	0.7%	1.2%
Total Current Funds Revenues						
<i>Less Allowances</i>			<i>\$3,412,608</i>	<i>\$3,736,483</i>	<i>\$4,520,571</i>	<i>\$4,822,721</i>
Net Current Funds Revenues			\$88,351,342	\$85,845,284	\$91,900,033	\$96,395,508
%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Revised 06/2006

Source: Audited Financials

¹This report runs a year behind due to federal reporting dates and audit timetables. More recent information is available from the Budget Office.²IPEDS has changed reporting standards, and now "Tuition & Fees" and "Sales/Services of Auxiliary Items" are reported net of scholarship allowances.

Use the first line item in these categories for comparative purposes.

Figure 3:

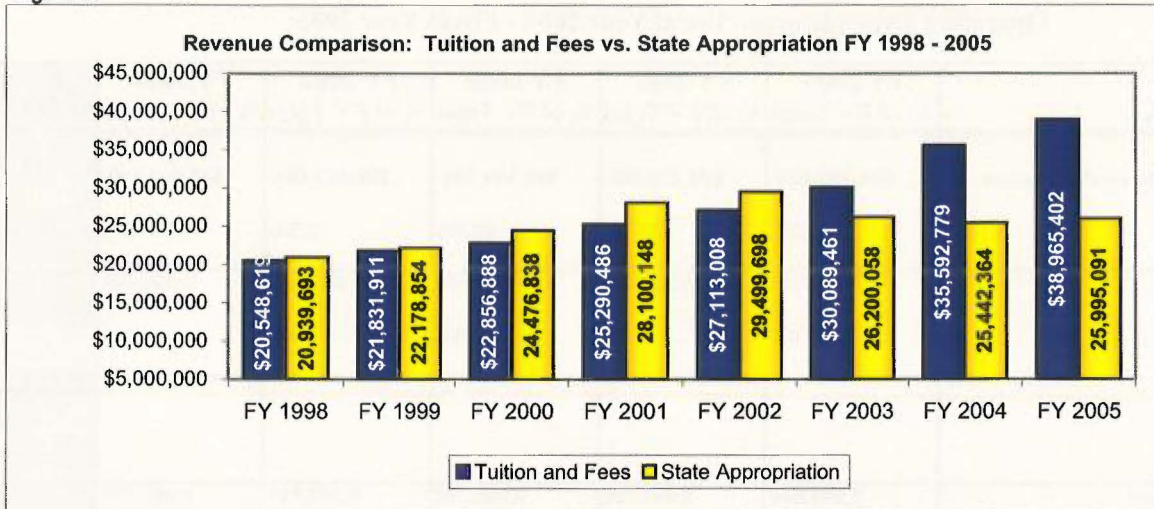


Figure 4:

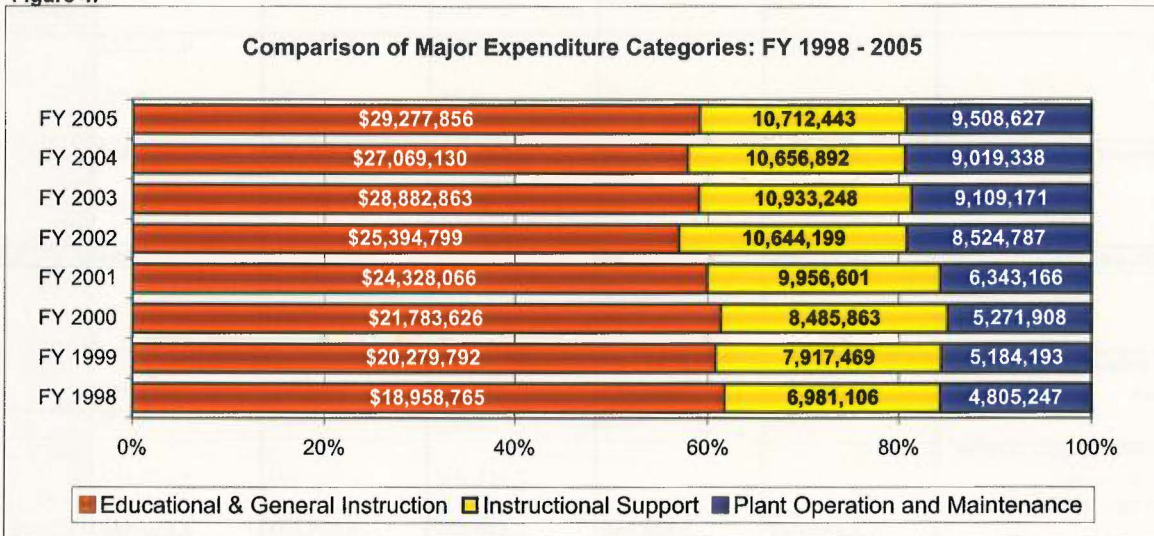


Figure 5:

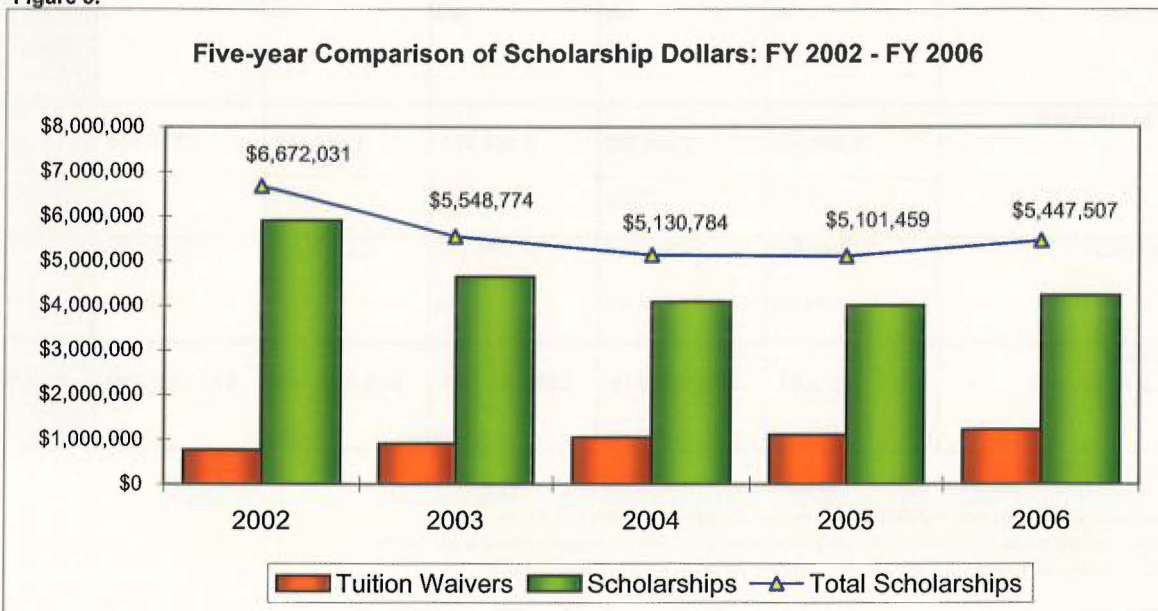


Table 3: Operating Expenditures: Fiscal Year 2000 - Fiscal Year 2005¹

Expenditures	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total	FY 2003 % of FY Total	FY 2004 % of FY Total	FY 2005 % of FY Total
Educational & General Instruction	\$21,783,626	\$24,328,066	\$25,394,799	\$28,882,863	\$27,069,130	\$29,277,856
	29.2%	29.0%	29.8%	32.5%	31.5%	32.5%
Research	2,262,218	3,726,600	4,986,751	3,857,334	3,559,886	2,164,516
	3.0%	4.4%	5.8%	4.3%	4.1%	2.4%
Public Service	-	-	-	-	-	1,632,007
	-	-	-	-	-	1.8%
Academic Support	5,508,846	6,097,788	6,305,288	6,357,721	6,994,577	6,880,115
	7.4%	7.3%	7.4%	7.1%	8.1%	7.6%
Student Services	3,957,079	4,465,540	4,834,777	4,737,215	4,375,043	4,049,715
	5.3%	5.3%	5.7%	5.3%	5.1%	4.5%
Instructional Support	8,485,863	9,956,601	10,644,199	10,933,248	10,656,892	10,712,443
	11.4%	11.9%	12.5%	12.3%	12.4%	11.9%
Operation and Maintenance of Plant	5,271,908	6,343,166	8,524,787	9,109,171	9,019,338	9,508,627
	7.1%	7.6%	10.0%	10.2%	10.5%	10.5%
Scholarships & Fellowships²						
Restricted Funds	2,756,048	3,109,055	118,264	169,409	138,915	101,857
	3.7%	3.7%	0.1%	0.2%	0.2%	0.1%
<i>Scholarship Allowances as reported in Operating Revenues³</i>			3,412,608	3,736,483	4,520,571	4,822,721
<i>Gross Scholarships and Scholarship Allowances</i>	2,756,048	3,109,055	3,530,872	3,905,892	4,659,486	4,924,578
Unrestricted Funds	n/a	n/a	n/a	n/a	n/a	n/a
	-	-	-	-	-	-
Non-Operating Expenditures and Reduction	2,856,623	2,459,633	2,363,531	2,318,439	1,785,155	1,968,656
	3.8%	2.9%	2.8%	2.6%	2.1%	2.2%
Auxiliary Enterprises	21,647,472	23,365,891	22,094,765	22,574,043	22,363,454	23,857,351
	29.0%	27.9%	25.9%	25.4%	26.0%	26.5%
Total Current Funds Expenditures & Deductions	\$74,529,683	\$83,852,340	\$85,267,161	\$88,939,443	\$85,962,390	\$90,153,143
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: IPEDS Finance Report

¹This report runs a year behind because of the federal reporting date. For additional information, see the Budget Office.

²Scholarships and Fellowships are no longer broken down by restricted and unrestricted funds as of FY 2002

³IPEDS has changed reporting standards, and now "Scholarships & Fellowships" are reported net of scholarship allowances.

Use the "Gross Scholarships and Scholarship Allowances" line in these categories for comparative purposes.

Table 4: Office of University Research Services Funding Report

EXTERNAL GRANTS: FY 2006

	Total Submissions	Total Award Dollars	Total Cost Share	FY 06 Indirect Amount
Administration	\$277,570	\$2,770	\$795,000	-
Fulton	\$4,470,447	\$1,526,574	\$395,736	\$71,661
Henson	\$2,735,176	\$849,762	\$45,664	\$74,521
Perdue	\$1,797,694	\$218,455	\$476,850	\$56,964
Seidel	\$2,634,433	\$990,855	\$404,915	\$80,414
FY 2006 Totals	\$11,915,320	\$3,588,416	\$2,118,165	\$283,560

EXTERNAL GRANTS: FY 2001- FY 2006

	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06
Total Dollar Amount of Submitted Proposals	\$10,437,567	\$12,380,407	\$10,274,566	\$11,567,842	\$11,512,753	\$11,915,320
Total Award Dollars	\$5,065,542	\$5,358,870	\$4,474,367	\$4,730,622	\$3,533,527	\$3,846,811
Total Annual Dollars	\$4,534,323	\$4,674,231	\$3,383,947	\$4,730,622	\$4,273,891	\$4,315,691
Percent of Dollars Awarded (vs. Submitted)	49%	43%	44%	41%	31%	32%
Proposals Submitted (#)						
Administration	18	13	11	11	7	4
Fulton	17	11	14	16	17	28
Henson	31	27	38	45	48	50
Perdue	9	10	17	26	26	21
Seidel	25	24	27	36	30	29
Ward Museum	3	-	-	-	-	-
Total Submitted	103	85	107	134	128	132
Total Awarded	55	47	73	100	94	84
Percent Awarded	53%	55%	68%	75%	73%	64%
Principal Investigators* *unduplicated count						
Administration	11	11	11	8	3	4
Fulton	13	7	11	11	15	16
Henson	21	21	28	24	19	17
Perdue	5	4	3	6	5	6
Seidel	13	10	10	11	5	8
Ward Museum	1	-	-	-	-	-
Total	64	53	63	60	47	51
% of FT Faculty	23%	18%	21%	19%	15%	15%
Cost Share Committed on Total Awards	\$833,645	\$782,766	\$992,636	\$714,832	\$547,691	\$1,859,770
Cost Share as % of Total Awards	16%	15%	22%	15%	15%	48%

Source: SU's Office of University Research Services Annual Report, Fiscal Year 2006

Table 5:

LIBRARY COLLECTIONS AND TRANSACTIONS
Fall 1996, Fall 2001 - Fall 2006

Library Collections

	1996	2001	2002	2003	2004	2005	2006	5-yr. chng
Number of volumes	235,336	251,991	253,958	253,168	254,151	263,295	269,550	17,559 7.0%
Separate government documents collections	191,459	232,267	236,741	240,958	241,604	245,179	246,468	14,201 6.1%
Microforms	632,650	720,426	738,503	752,088	747,871	750,272	750,971	30,545 4.2%
Current periodical subscriptions	1,673	1,678	1,711	1,711	1,271	1,252	1,235	(443) -26.4%
Audio-visual materials	29,574	10,674	10,690	4,535	4,467	1,013	1,105	(9,569) -89.6%
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	23,467	23,467	23,467	-

Library Transactions

	1996	2001	2002	2003	2004	2005	2006	5-yr. chng
Total hours open per typical week	101	100	100	100	100	100	100	- 0.0%
General Loans (Circulation)	49,442	30,179	27,674	31,344	32,979	32,334	31,367	1,188 3.9%
Reserve Loans	23,568	15,863	16,844	17,903	14,020	18,514	20,582	4,719 29.7%
Directional Transactions	6,534	3,521	3,160	4,259	3,930	4,264	4,433	912 25.9%
Informational Transactions	17,237	11,007	10,072	10,817	9,089	9,211	9,131	(1,876) -17.0%
Bibliographic Instruction								
a. Population served	2,099	1,466	1,664	2,283	1,847	1,672	2,000	534
b. Number of Classes	186	67	87	112	85	82	62	(5)
Orientations								
a. Population served	795	1,195	162	-	-	-	-	(1,195)
b. Number of Groups	90	59	7	-	-	-	-	(59)

Source: SU's Library Office

Table 6 :

Facilities Inventory: 2006-07

Building Name	Use	Year Built	Year Renovated	Total Square Footage	
				Assignable	Gross
Admissions Center	Offices	1930	1998	4,337	7,700
Allenwood Center (Unit 300)	Offices/Lab	Est. 1972	1999	1,724	1,863
Allenwood Center (Unit 400)	Offices	Est. 1972	1999	1,158	1,863
Allenwood Center (Unit 500)	Offices	Est. 1972	2002	2,208	2,911
Allenwood Center (Unit 600)	Offices/Labs	Est. 1972	2001	3,063	4,042
Allenwood Center (Unit 700)	Lab	Est. 1972	2000	815	939
Architectural & Engineering Ctr	Offices	Est. 1950	--	1,073	1,535
Alumni House	Alumni Support	1996	--	3,490	7,818
Athletic Storage Building	Storage	1999	--	2,250	2,250
Athletic Team Building	Sports	1984	--	2,178	3,403
BEACON House	Offices	1943	1995	1,233	2,559
Blackwell Library	Library	1958	1975	33,839	67,125
Camden House	Offices	Est. 1940	2002	2,083	2,680
Carriage House	Residential	1930	--	1,148	1,409
Caruthers Hall	Classrooms/Offices	1955	1979	33,446	53,523
Center for Conflict Resolution	Offices	1934	1994	1,410	2,917
Center for International Education	Offices	Est. 1940	2006	1,657	2,368
Chesapeake Hall	Dormitory	1977	--	30,828	45,116
Chester Hall	Dormitory	1974	--	32,291	48,118
Choptank Hall	Dormitory	1972	--	32,135	48,118
Commons Building	Dining Hall	1997	--	70,462	124,589
Devilbiss Science Hall	Classrooms/Offices	1967	2003	40,373	59,886
Dogwood Village	Dormitory	1985	--	20,225	26,880
East Campus Complex	Classrooms/Offices	1989	--	25,127	30,695
Foundation Center	Offices	1925	2000	2,435	5,468
Fulton Hall	Classrooms/Offices	1991	--	49,703	95,000
Greenhouse	Maintenance	1994	--	5,010	5,150
Grounds Storage Building	Storage	1999	--	1,875	1,875
Henson Science Hall	Classrooms/Offices	2002	--	78,031	144,723
Holloway Hall	Classrooms/Offices	1924	1976	64,193	118,127
Honors House	Classrooms/Offices	1956	1994	3,590	3,946
Indoor Tennis Center	Sports	1975	--	19,500	20,000
Maggs Annex	Offices	1984	--	1,225	1,792
Maggs Annex "A"	Offices	1951	2005	671	768
Maggs Physical Activity Center	Classrooms/Offices	1977	--	52,730	113,904
Maintenance Building	Maintenance	1980	--	19,495	24,949
Manokin Hall	Dormitory	1964	--	13,612	21,735
Nanticoke Hall	Dormitory	1968	--	23,222	36,290
PACE (Public Affairs & Cival Engagement)	Offices	1947	1993	1,839	2,000
Philosophy House	Classrooms/Offices	1928	--	1,958	3,340
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
President's Residence	Residential	Est. 1930	1994	4,474	5,264
Regents Retreat	Residential	Est. 1965	1996	1,080	1,080
Scarborough Leadership Center	Student Organizations	2001	--	5,124	8,400
Severn Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	1,680	4,800
Student Art Center	Offices	1942	--	1,535	2,457
Support Services	Office/Warehouse	Est. 1960	2002	14,876	15,200
University Analysis, Reporting, & Assessment	Academic	1937	2005	1,388	3,085
University Center	Student Activites	1988	--	36,126	72,718
University Center Annex B	Offices	1951	1980	695	768
University Police	Offices	1965	1992	4,451	6,050
Ward Museum	Museum	1992	--	21,000	30,000
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
Total Footage				882,053	1,444,989
Total square footage consisting of:		1) Auxiliary Enterprises (dormitories, student union, dining hall)		366,006	576,011
		2) Other		498,967	844,520
		3) Foundation Owned		17,080	24,458
Acres of Land Maintained		153.7			

Source: Physical Plant Department

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Glossary

Adjunct Faculty: Part-time, temporary faculty

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition.

Annual Student Credit Hours (ASCH): The sum of fall and spring student credit hours.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippines, American Samoa, India, and Vietnam.

AY: Academic Year. The period typically defined by the fall and spring semesters and culminating with the immediate following summer sessions.

Black, Non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin). African-American is often used interchangeably with Black.

Budget FTES: The average of fall and spring FTES.

COOP: A student formally admitted at one USM institution through the Inter-Institutional Registration Program and taking courses for credit at another USM institution to complete his or her degree requirements.

Credit Course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Degree-Seeking Students: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award.

First-Year Student: A student who has completed less than the equivalent of one full year of undergraduate work (30 semester hours).

FTES (Full-time Equivalent Student): The number of student course credits assumed to constitute a full-time load. That load is 15 credit hours for undergraduate students and 12 for graduate students.

FTEF (Full-time Equivalent Faculty): The number of faculty course equivalents assumed to constitute a full-time load. It is calculated by dividing the actual course equivalent by the expected course equivalent.

F/T (Full-time): The status of an undergraduate student registered for a minimum of 12 credit hours and a minimum of 9 credit hours for a graduate student.

FY: Fiscal Year. That period beginning July 1 and ending June 30.

Graduation Rate: The percentage of a given student cohort that completes the requirements to graduate within a given time period.

HBI: Historically Black Institutions

HBCU: Historically Black Colleges and Universities

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race.

In-State Student: A student who is a legal resident of the state in which he/she attends school.

Lecturer: The rank given to full-time non-tenured faculty.

Matriculated/Degree-Seeking Students: Students who have been formally admitted and enrolled.

MHEC: Maryland Higher Education Commission

MFR: (Managing For Results) A State of Maryland results-driven accountability process.

New Freshmen: Students enrolled in a higher education institution for the first time and having less than 24 student credit hours.

Non-Degree Seeking Students: Students who are taking 1 or more courses and have not been formally admitted to the University.

Nonresident Alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Non-Tenured Faculty: Non-permanent faculty. May be either full- or part-time. Part-time non-tenured faculty are often referred to as "adjunct" faculty.

Other: Referencing geographic origin, those students with permanent resident visas or who are US citizens with a foreign address.

Other Minority: Includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

Out-of-State Student: A student who is not a legal resident of the state in which he/she attends school.

Percentage of Known Minorities: The number of American Indian, Asian, Black, and Hispanic students divided by the total number of students after first subtracting those students who do not report any race/ethnicity.

P/T (Part-time): The status of an undergraduate student registered for 11 or less credit hours or a graduate student registered for 8 or less credit hours.

Post-baccalaureate Student: A student who has earned a bachelor's degree and is enrolled in graduate or first-professional courses.

Race/Ethnicity: Categories used to describe groups to which individuals belong based more or less on distinct genetically transmitted physical characteristics. The categories do not denote scientific definitions of anthropological origins. Currently, a person may be included in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are:

- Black, non-Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White, non-Hispanic

Resident Alien: A person who is not a citizen or national of the US and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688) or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

SAT I: A college entrance exam required by many colleges and universities

SCH: Student Credit Hours

Tenured Faculty: Status of a faculty with respect to the permanence of position.

Tenure-Track Faculty: Faculty hired under a contract leading to permanence of position if/when earned.

Terminal Degree: Highest degree awarded in a particular field such as masters of social work, respiratory therapy, medical technology, fine arts, and a CPA/MA or MS. This naturally includes the doctoral degree.

Time to Degree: The length of time it takes students to complete degree requirements. This differs from the graduation rate since it only considers students who persist to completion.

Transfer Student: A student entering the University for the first time but known to have previously attended another postsecondary institution at the same level.

Unknown Race: People who have not identified themselves with any racial or ethnic group.

USM: University System of Maryland

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).